English for Information Technology and Telecommunications

Verónica Real • Belén Pascual

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1 Computer architecture

Vocabulary: Types of computers. Peripherals
Reading: How computers work
Grammar: Revision of the present tense
Listening: Characteristics of a computer
Speaking: Buying and selling a computer
Writing: A for and against essay

Vocabulary

Types of computers

Work in pairs. Ask your partner the following questions:

- Have you got a computer at home, school or work?
- What type is it?
- What do you use it for?

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

h) _____

1 **Label the pictures with the correct names of types of computers. Can you add more to the list?**

mainframe - laptop - desktop computer - smartphone - tablet PC - workstation - supercomputer - wearable computer

2 **Complete the table with the missing information. There may be more than one correct answer.**

USER	TYPE OF COMPUTER	USE
		Keep in touch with his office, receive calls, send orders and budgets.
Graphic artist		
		Perform highly-detailed climate calculations.
Student	Desktop PC	
		Host large databases of customer accounts which can be easily accessed by any ATM nationally or worldwide.

3 **Read the following statements. What kind of computer does each one refer to? Write down the names.**

a) It is the fastest computer in the world performing complex mathematical calculations.

b) It is for individual use but it is faster and more capable than a personal computer.

c) It is intended for home or recreational use and it is not portable.

d) It combines a cell phone with a hand-held computer, typically offering Internet access, data storage, e-mail capability, etc.

e) It is worn by a user, including clothing, watches, glasses, shoes and similar items.

f) It is a hybrid between a personal digital assistant and a notebook PC.

g) It is portable but it doesn't fit into the palm of your hand.

h) It can handle thousands of connected users simultaneously and can store large amounts of data.

Vocabulary

Peripherals

4 **Write down the names of the peripherals that you can see in the picture. Classify them into input, output and storage devices.**

5 **Read these comments posted on an online computer shop. Complete the sentences with the correct names of the peripherals.**

a) If you've always wanted an inkjet _____ with stylish good looks, I strongly recommend the HP 120 All-in-One.

b) Buying the 550 _____ is a simple way to improve the way you video chat with your loved ones.

c) You can choose the wired Z4000 _____ with customizable keys, and an integrated palm rest or the wireless Z7000 model with LED battery life indicator, and an ergonomic laser mouse.

d) The 24-inch Dell UltraSharp _____ is perfect for gamers because of its crisp display, built-in speakers and headphone jack.

e) With its ergonomic design and compatibility with Windows and Mac alike, the H400 Touch _____ is a versatile choice both for left- and right-handed users regardless of which operating system they use.

f) The Bluewire 720 _____ is the perfect solution for making VoIP or Bluetooth calls with your PC or mobile phone in an office.

g) If you are looking for an affordable PC _____ plus subwoofer system, the DH-Micro 5.1 won't disappoint you. It delivers outstanding sound quality for such a compact package.

6 **Match the adjectives in column A to the nouns in column B.**

A	B
Crisp	Printer
Inkjet	Speakers
Ergonomic	Mouse
Built-in	Display

7 **Choose four peripherals that you have got at home and write a comment about each of them.**

1 **Read the following text.**

HOW COMPUTERS WORK: THE MOTHERBOARD AND THE CPU

THE MOTHERBOARD

The motherboard is a circuit board that allows the CPU, RAM and other computer hardware components to communicate with each other.

The front of the motherboard contains ports which all the internal components are connected to either directly or via cables. A single socket houses the CPU and multiple slots allow for one or more memory modules to be attached. Other ports allow the hard drive and optical drive to connect, and the power, reset and LED lights to function.

Also on the front of the motherboard are several peripheral card slots. These slots are where most sound cards and video cards are connected to the motherboard. They are also used to install expansion cards adding features like sound memory and network capabilities.

On the left side of the motherboard, there are other ports which allow most of the computer's external peripherals such as the monitor, keyboard, mouse, speakers or network cable to connect. Most motherboards also include USB and FireWire ports that allow compatible devices like digital cameras to connect to your computer.

THE CPU

The Central Processing Unit, also called the CPU or processor, is the brain of the computer. It is generally a 2-inch ceramic square with a silicon chip whose job is to carry out commands and coordinate the activities that take place within the computer system. Whenever you press a key, click the mouse, or start an application, you are sending instructions to the CPU.

The CPU is attached to a CPU socket on the motherboard, which is covered by the heat sink and a fan in order to absorb the heat from the CPU.

The processor consists of two main parts: the control unit (CU) and the arithmetic logic unit (ALU). The control unit causes the circuits and the rest of the components of the computer to execute stored program instructions. The arithmetic logic unit performs mathematical calculations (addition, subtraction, multiplication and division) and logical operations, which can test for three conditions: equal to (=), less than (<), and greater than (>).

The power and performance of a computer is partly determined by the speed of its processor. A system clock sends out signals to measure and synchronise the flow of data. Clock speed is measured in megahertz **(MHz),** or millions of instructions per second, and gigahertz (GHz), or billions of instructions per second. A faster processor can execute instructions more quickly.

Reading comprehension

2 **Answer the following questions according to the information in the text. Use your own words.**

a) What are peripheral card slots used for?
b) What is the CPU of a computer?
c) What are the two major components of a CPU?

Reading

3 **Decide if the following statements are true (T) or false (F). Write down the parts of the text that justify your answers.**

a) Peripherals are connected to ports on the motherboard.

b) When you type on the keyboard, the CPU receives the instruction.

c) The control unit executes program instructions.

d) The speed of the processor is the only thing that determines the performance of a computer.

e) A Gigahertz equals to one thousand million of instructions per second.

Vocabulary

4 **Find words in the text to complete these definitions.**

a) A _____ is an interface on a computer to which you can connect a device.

b) A _____ is a groove for inserting a card.

c) An _____ _____ is an electronic card that is used to add extra functionality to a computer.

d) The _____ _____ and the _____ are small devices which dissipate the heat from the processor and prevent it from overheating.

e) The _____ _____ of a CPU is the frequency at which a processor executes instructions or data is processed.

5 **Find synonyms for these words.**

a) Wires (Paragraph 2)
_____

b) Attached (Paragraph 2)
_____

c) Work (Paragraph 2)
_____

d) Characteristics (Paragraph 3)
_____

e) Perform (Paragraph 5)
_____

6 **Work in pairs. Tell your partner what these things are used for.**

For + -ing

A computer fan is used for absorbing the heat from the CPU.

a) Port
b) Slot
c) System clock
d) CPU socket

Revision of the present tense

1 **Read the table and complete the rules. Write *present simple, present perfect* and *present continuous*.**

The present tense

1. We use the _____ to:
- Give factual information.
The motherboard contains the processor, the memory chips, expansion slots, and controllers for peripherals.
- Talk about routine activities
I travel abroad on business every month.

Some verbs are often used in the present simple rather than in the present continuous, for example, *want, like, know, need, understand.*
*We understand how computers work. (**NOT**: We are understanding how computers work.)*

2. We use the _____ to:
- Describe an action happening at the time of speaking.
The technician is fixing my computer now.
- Describe a temporary situation.
I'm staying at the Hilton until Saturday.
- Talk about future arrangements.
He's moving to a new office next week.
- Talk about a changing situation.
They are developing a new operating system.

3. We use the _____ to talk about:
- Actions that started in the past and continue to the present.
I have been an IT consultant since 2012. (I still work as an IT consultant)
- Personal experiences, especially with *ever* and *never*
I have never worked with databases.
Have you ever worked with databases?
- Past actions with a connection to the present.
We have designed a new webpage for the company.

for and since

- We use **for** to refer to a period of time.
*I've been a graphic designer **for** five years.*

- We use **since** to refer to a point in time.
*I've been a graphic designer **since** 2010.*

already and yet

- We use **already** in affirmative sentences.
*They have **already** scanned the PC for viruses.*

- We use **yet** in negative sentences and questions.
*I haven't sent you the email **yet**.*

2 **Complete the text. Use the present simple or present continuous forms of the verbs in brackets.**

Danny Stammers (a)_____ (start) work at 9 am and (b)_____ (finish) around 6 pm. The company he (c)_____ (work) for, AppWorld, (d)_____ (develop) mobile applications and (e)_____ (sell) them to other businesses.

At present he (f)_____ (work) on an important project as part of a team with other IT professionals. They (g)_____ (create) a mobile application for taxi drivers and clients. The application (h)_____ (allow) users to find a taxi. When you (i)_____ (click) the app, it (j)_____ (determine) your current location and (k)_____ (provide) a list of the nearest cab companies.

Mobile application companies (l)_____ (become) more and more popular nowadays so he (m)_____ (be) always very busy. He (n)_____ (spend) most of his time working in Valencia but once a month he (o)_____ (go) to other countries to meet his colleagues there. Next week he (p)_____ (go) to the head office in Amsterdam because they (q)_____ (have) a meeting to officially announce that they (r)_____ (launch) the beta version of the application in two months.

3 **Write questions for these answers.**

a) Mike prints all his documents **in the office**.
b) The team is meeting **next Tuesday**.
c) We're looking for a new PC **because this one is old-fashioned.**
d) **Brad** maintains the computers in our company.

Grammar

4 **Complete the following sentences with the correct form -affirmative, negative or interrogative- of the verbs in brackets. Use the present perfect.**

a) This computer _____ (already/freeze) twice during the morning.
b) _____ (you/try) turning it on and off?
c) I think I _____ (lose) my data and I don't know what to do.
d) I _____ (have) this laptop for more than two years.
e) A company _____ (steal) our web design.
f) Windows _____ (release) the new Windows 8 with a new interface.
g) We _____ (already/speak) to technical support three times but they _____ (not solve) the problem yet.

5 **Write sentences using the prompts, the present perfect and *for* or *since*.**

a) Pete / work / here / 2008.
b) She / have / this laptop / more than three years.
c) The company / not post / a message on its Twitter profile / the past two weeks.
d) We / not update / the antivirus software / last year.
e) I / not upgrade / my workstation / I bought it.

6 **Walk around the classroom trying to find a person who has done any of the things on the list below. Ask questions using *Have you ever...?* and write down the name of the student or students who have done them.**

Find someone who...	
- has assembled his/her own PC.	
- has designed a mobile application.	
- has been a webmaster	
- has made a telephone call in English	
- has worked as an IT professional	

7 **Fill in the blanks with the correct form of the verbs in brackets. Use present simple, present continuous or present perfect.**

Oliver: Hi, Alice! What (a)_____ you _____ (do) here?
Alice: I (b)_____ (wait) for Jane. We (c)_____ (walk) home together every day. We (d)_____ (live) in the same street.
Oliver: Oh, I (e)_____ (think) Jane (f)_____ (talk) with the English teacher at the moment.
Alice: Yes, I (g)_____ (know). She usually (h)_____ (study) French, but this year she (i)_____ (study) English. She (j)_____ (love) learning foreign languages.
Oliver: I (k)_____ (not speak) English, but my brother (l)_____ (speak) it fluently. He (m)_____ (work) for a British computer company based in Spain and usually (n)_____ (travel) to London. His colleagues (o)_____ (not speak) Spanish so he (p)_____ (have) to use English to communicate with them.
Alice: (q)_____ he _____ (live) with your parents?
Oliver: Yes, but this week he (r)_____ (stay) in a hotel in Dublin. He is going to move to Ireland soon because he (s)_____ (find) a new job there.
Alice: Wow! Is he excited?
Oliver: Yes, he is. He (t)_____ (already/meet) his new colleagues and they are really nice. But he (u)_____ (never/live) abroad before so he is quite nervous too.

Characteristics of a computer

1 **What are the technical specs of your computer? Complete the table and talk about them with your partner. Then complete the table about your partner's computer.**

My computer		My partner's computer	
Processor speed	.....	Processor speed	.....
RAM memory	.....	RAM memory	.....
Hard drive capacity	.....	Hard drive capacity	.....
Operating system	.....	Operating system	.....
Other features	.....	Other features	.....
Price	.....	Price	.....

2 **Listen to three conversations and complete the table. What kind of computer has each person bought? What is the relationship between the two members of each dialogue? There may be more than one correct answer.**

	Type of computer	Relationship
1. Matt and Steven		
2. James and Helen		
3. Nick and Ian		

3 **Listen again and answer the following questions.**

Conversation 1

a) Why did Matt buy a new computer?

b) What is the processor speed and the capacity of the internal memory?

c) How much did the computer cost? What does Steven say about the price?

Conversation 2

a) What can James do with his new gadget?

b) Why did James buy the watch?

c) Why is the woman angry?

Conversation 3

Write down the characteristics of the computer that Nick bought:

a) Processor speed: _____ Ghz Turbo

b) RAM memory: _____

c) Hard drive capacity: _____

d) OS: _____

e) Price: _____

f) Warranty: _____ years.

Speaking

Buying and selling a computer

1 **Read the conversation between a salesperson and a customer and complete it with the words in the box.**

expensive - capacity - for - warranty - reliable - want - come

Work in pairs. Ask your partner the following questions:

- Where do you usually buy your computers?
- What do you prefer, buying a prebuilt computer or a custom-built computer? Why?
- When you buy a computer, which characteristics are the most important for you?

At a computer shop

Salesperson: **Good morning. Do you need any help?**
Customer: Actually, yes. **I'm looking** (a) _____ **a gaming computer. Can you suggest me a good one?**
Salesperson: Sure. Come over here, please. Are you looking for a laptop or a desktop computer?
Customer: It doesn't matter, whichever is better. But I don't really (b) _____ to go over 800€.
Salesperson: Well, you know, laptops are likely to be more (c) _____, but they are more practical if you travel a lot.
Customer: I hardly ever travel and I've got a tight budget so I'll go for a desktop PC.
Salesperson: Right. Would you like to get a computer assembled?
Customer: Not really, just one of these.
Salesperson: So these **two have powerful NVIDIA graphic cards, which are really good for games**, and we've got them with 10% off.
Customer: And what's the difference between them? **Do they have similar specs?**
Salesperson: Well, **both computers are very fast and** (d) _____. **The HP has an AMD A10 processor running at 2 GHz and 6GB of RAM** whereas **the ASUS has got an Intel Core i7 processor with dual-core technology running at 2.9 Ghz and 8GB of RAM.**
Customer: I see. And **what's the storage** (e) _____ **of the hard drive in each model?**
Salesperson: That's 1TB for the ASUS and 1,5TB for the HP.
Customer: **Is there anything else I should know about?**
Salesperson: Well, **they both feature Bluetooth and Wi-Fi technology.** Oh, and **they** (f) _____ **with Windows 8 preinstalled. They've got DVD writers and the keyboard and mouse are included in the price.** Oh, and they have one year (g) _____ but you can get an extended one too.
Customer: OK. **What about the screen?**
Salesperson: I'm sorry but the monitor is not included in the price. I'm just talking about the case.
Customer: Right. And **how much are they?**
Salesperson: **The ASUS is quite a bit more expensive than the HP.** It's 650.99€ compared to 850.99€ plus the 10% discount.
Customer: Thank you very much but I'm not sure. I have to think about it. I'll come back later.

2 **Read the conversation again and find expressions for each function below.**

Salesperson

· Greeting and offering help
· Giving technical specifications
· Describing
· Comparing

Customer

· Explaining what you are looking for
· Asking for technical specs
· Asking for the price

3 **Work in pairs. Student A wants to buy a computer and student B is the salesperson. Then change roles. Use the computer descriptions to help you.**

Dell Inspiron i660 desktop & monitor package

- Intel® Core™ i3 processor
- 8GB memory
- 1TB hard drive
- Built-in wireless networking
- Windows 8
- 21.5" LED HD monitor included

599€

Samsung Galaxy Tab 3.7

- Android 4.1.2 operating system
- 7" TFT touch screen
- Wi-Fi
- 8GB storage capacity
- Google Play, YouTube, Dropbox

199€

Acer Aspire 15

- 6" Touch-Screen Laptop
- 8GB DDR3 memory
- 500GB Hard Drive
- Intel® Core™ i5 processor
- Built-in high-definition webcam
- Bluetooth 4.0
- Microsoft Windows 8

750€

A for and against essay

Work in pairs. Discuss with your partner:

- What are the advantages of desktop computers versus laptops?

1 **Read the following text and check how many of the advantages in your list are mentioned.**

Advantages and disadvantages of desktop computers versus laptops

If you are thinking of purchasing a new computer, you may want to consider the advantages and disadvantages of a desktop and a laptop as there is a fine line between them.

On the one hand, a desktop PC tends to be cheaper than a comparable laptop because smaller components are more expensive. **In addition**, **although** there are some things that can be upgraded and replaced in laptops, they are not as easy and cheap to keep up-to-date and to repair. Laptops have an integrated and sophisticated design so it is necessary to contact an IT professional or to have specific tools to fix them. **Besides**, laptops are designed for portable use and have smaller keyboards and screens. **As a result,** they can be more uncomfortable in prolonged use.

On the other hand, laptops are obviously more portable than desktops so you can carry your work anywhere and put the device away when you need free space. **Moreover**, they have a built-in battery ready anytime in case of power failure. **Also** all accessories such as mouse, keyboard and even webcam are integrated in one unit **so** it isn't necessary to buy them separately.

In conclusion, there are good reasons for buying both so the final decision will depend on the specific needs of the user. All in all, laptops are more advantageous to those people who need to use their computers in different places. **However**, they are more difficult and expensive to repair and sometimes they are not as comfortable as desktops.

2 **Read the text again and put the connectors in bold in the correct column of the table. Then add more words to each list.**

Addition	Contrast	Result or effect	Summary

3 **Underline the correct connector in each sentence.**

a) A CD can hold 650-700MB *whereas/besides* a basic DVD can hold 4.7 GB.
b) Looking at a screen for too long can cause eye strain *so/moreover* you should take regular breaks when you are working in front of the computer.
c) I prefer my peripherals to be separate. If you have an all-in-one and the printer or the scanner function breaks, you have to buy a new machine. *Besides/However*, if you have separate machines, you only have to replace one.
d) You can store thousands of books on an e-book. *However/In addition*, you don't need to go to the book shop because you can buy them online or download them.
e) *Although/Furthermore* laptops come with touchpads I prefer to use a mini USB mouse.

4 **Choose one of these topics and write about it.**

The advantages and disadvantages of

- laptops versus tablets
- e-books versus paper books
- instant messaging versus phone calls

2 Operating systems

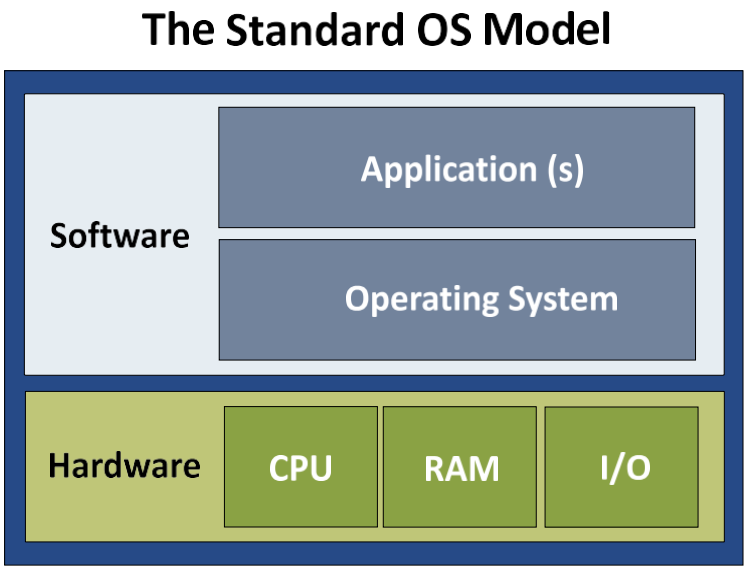
Vocabulary: Operating Systems. GUI
Reading: An accidental revolutionary
Grammar: Revision of the past tense
Listening: Installing an OS
Speaking: Investigating a crime
Writing: A biography

Vocabulary

- What is an operating system?
- When we talk about applications, what are we talking about?
- What is the difference between hardware and software?

Operating systems

1 **Look at the diagram and answer the questions in pairs.**



2 **Read this text about operating systems and complete it with the words in the box.**

Mac OS - programs - GUI - manage - software - hardware - kernel - WIMP - hidden - layers - smartphone

An operating system (OS) is (1) _____ that communicates with the (2) _____ and allows other (3) _____ to run. Every desktop computer, tablet or (4)_____ includes an OS which provides basic functionality for the device. Common desktop operating systems include Windows, Linux or (5) _____. Today's operating systems are divided into (6)_____. The basic and most powerful layer of the OS is the (7)_____, that is, the core of the operating system. Although operating systems are different, they all have (8) _____ (Graphical User Interface), which makes the OS easy to use. This layer offers a graphical interface based on Windows, Icons, Menus and Pointing Devices called (9)_____. Operating systems have three functions: (10)_____ the computer's resources, execute applications software and establish a user interface. However, the work of an OS is mostly (11) _____ from the user.

3 **Read the text above and say if the following sentences are true or false. Justify your answers.**

a) The kernel is one of the most powerful application programs.
b) The GUI is an operating system that makes using a computer very easy.
c) Smartphones have operating systems which are necessary for their working.
d) The structure of operating systems consists of one layer.
e) Windows is a common desktop computer together with Linux and Mac.
f) Users cannot see the work of the operating system.

Vocabulary

Graphical User Interface

4 **This is the interface for Windows 8. Is it very different from the one in Windows 7?**

5 **In this interface the user finds many applications. Write the names of your favourite apps.**

_____
_____
_____
_____
_____
_____
_____
_____

6 **What are the advantages of this new interface?**

_____
_____
_____
_____
_____
_____
_____
_____

7 **Read this text. Look at the expressions in bold and discuss their meaning and grammatical use.**

GUI **stands for** Graphical User Interface. It **allows** users **to** interact with electronic devices through visual indicators and icons **instead of** entering a text at a command line. The GUI was first introduced by Apple in 1984 although there was an earlier GUI version developed by Xerox. Graphical Interfaces need basic elements to make them work. The first necessary thing is the pointing device and the pointer. The first, a mouse or trackball, **enables** the reader **to** select objects from the screen. The pointer is the symbol that appears on the screen when you move the pointing device. Icons are also a relevant part of an interface. They are small pictures that represent commands. The desktop where icons are grouped, windows and menus are also present in all interfaces.

8 **Compare the GUI in Windows, Mac OS X and Linux and mention three differences.**

_____
_____
_____
_____

Reading

1 **Read the following text.**

AN ACCIDENTAL REVOLUTIONARY

LINUS TORVALDS

Linux is today one of the most used operating systems (OS). It has proved to be easy to install by any user and one of the most stable operating systems on the market today. Since its original version, it has been improved by countless numbers of people in order to create what we have today: a system which is generally cheaper than others and has outstanding capabilities. It is open-source software developed under the General Public License (GNU) and this free software allows users to copy the source code, modify it and distribute it. It is not only used in computers but also in appliances and small devices, and this is what also makes Linux different.

Linus Torvalds is the software engineer who created and developed Linux. He was born in 1969 in Helsinki, Finland. He was named Linus after the famous Linus Pauling, who was awarded the Nobel Prize in Chemistry in 1954. Curiously, they did not only share the name but also the intelligence. Torvalds inherited his interest in science from his grandfather, who worked as a mathematician and statistician at the University. In 1988, Linus enrolled in the University of Helsinki where he majored in Computer Science. There, he learned how to program in C programming language, the language he would use to create the Linux Kernel. During his studies he worked with Minix, a version of the well-known operating system Unix, but he was annoyed by the shortcomings of this OS. At first, he sent requests for improvements to the creator of Minix but his ideas were not taken into consideration. For this reason and due to his intense research and talent, he decided to write his own kernel -the core of any operating system- which he named Linux. Although he was the creator, programmers soon began to use it. If they found that it did not do things they wanted it to do, they modified it and sent the improvements to Linus, who became the supervisor of a project that would later become the most widely-ported operating system.

The life of Linus Torvalds is a life devoted to computer science. In 1993 he met Tove, the woman who is today his wife and mother of their three daughters. Torvalds was in charge of a course in computer laboratory and he asked the participants to send him an email. Torvalds then received an email from Tove, a national karate champion, asking for a date. His life is plenty of casualties and coincidences and that is what he tells in his book *Just For Fun: The Story of an Accidental Revolutionary.*

Reading comprehension

2 **Answer the following questions according to the information in the text. Use your own words.**

a) Why is Linus Torvalds an accidental revolutionary?
b) What makes Linux different from other operating systems? Mention at least three reasons.
c) What does “open-source software” mean?
d) In which sense was Torvalds's grandfather important in his life?
e) Why did he decide to create his own kernel?
f) Was Linus the only responsible for the Linux project?
g) How did he meet his wife?

Reading

3 **Decide if the following statements are true (T) or false (F). Write down the parts of the text that justify your answers.**

a) Minix was created by a university student.

b) Minix is based on Unix.

c) Linux runs on more types of computers than other operating systems.

d) Linus Pauling influenced Linus in his career.

e) Linus did not accept improvements for his kernel.

Vocabulary

4 **Look for words in the text that have these meanings.**

a) incalculable _____
b) change _____
c) famous _____
d) irritated _____
e) responsible for _____

5 **Find words in the text that have opposite meanings.**

a) unstable _____
b) more expensive _____
c) common _____
d) limited _____
e) advantages _____

6 **Define these concepts in your own words.**

a) OS _____
b) C _____
c) Kernel _____
d) Unix _____
e) GNU _____

7 **Write a summary of the text. Use your own words and do not copy expressions or structures from the text.**

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Revision of the past tense

1 **Read the table and complete the rules. Write *past continuous, past perfect* and *past simple*.**

The past tense

1. We use the _____ to:
- Refer to a specific point in the past.
I saw her yesterday.
- Refer to a period in the past.
She lived in Budapest when she was a baby.

2. We use the _____ to:
- Describe an ongoing situation in the past.
I was thinking of him last night.
- Describe a "background action" when something else happened.
I was driving when I saw a dog in the middle of the street.

3. We use the _____ to:
- Refer to what happened before a point in the past.
I was tired on Friday because I hadn't slept the night before.

Time expressions

- We use **ago** with the past simple.
*I went to London two years **ago**.*

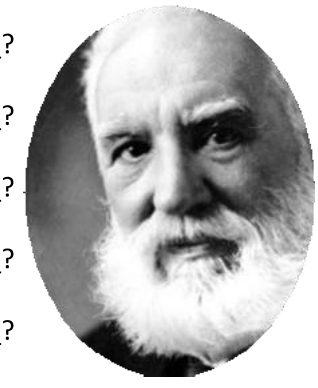
- We use **while** and **when** with the past continuous.
*I was having breakfast **while** my sister was having a shower.*

2 **Complete this text about Marconi. Use the past simple of the verbs in brackets.**

Marconi (a)_____ (be born) in 1874. He (b)_____ (be) a Nobel Prize-winning physicist and inventor. Marconi (c)_____ (develop) the first effective system of radio communication. In 1899, he (d)_____ (found) the Marconi Telegraph Company. In 1901, he successfully (e)_____ (send) wireless signals across the Atlantic Ocean. Marconi (f)_____ (share) with Karl Braun the 1909 Nobel Prize in Physics. He (g)_____ (die) in Rome in 1937.

3 **Make questions in past for these answers.**

1. _____?
He was born **in Scotland**.
2. _____?
He created **the first practical telephone**.
3. _____?
His mother was his teacher at home. He was homeschooled.
4. _____?
He held more than **18 patents.**
5. _____?
Because he had always been interested in transmitting the human voice.



Who are we talking about? _ _ _ _ _ _ _ _ _ _ _ _ _

Grammar

4 Complete the following sentences with past simple or past continuous.

a) Linus Torvalds _____ (study) at University when he _____ (come across) Minix.
b) The students _____ (install) a chat application when the teacher _____ (enter) the room.
c) She _____ (talk) to me on the phone and suddenly it _____ (go) dead.
d) When we _____ (get) to the airport, the plane _____ (already/take off).
e) We _____ (talk) about it before you _____ (arrive).
f) While I _____ (play) videogames, my brother _____ (do) his homework.

5 Complete the following sentences with past simple and past perfect.

a) I _____ (go) to his office but he _____ (already/leave).
b) The technician _____ (repair) the computer when my mother _____ (get) home.
c) When my son _____ (go) to play with his friend, he _____ (already/finish) his homework.
d) The waitress _____ (bring) a coke that I _____ (not order)
e) The engineer _____ (try) five times when finally he _____ (make) it work.

6 Complete these sentences with the particles in the box.

in - ago - before - when - never - while

a) He installed the new OS two years _____.
b) _____ he left school, he had never spoken English in class.
c) My mother had _____ made a cake on my birthday.
d) _____ I was listening to the radio, I was reading the book for class.
e) I broke my arm _____ 2006. I had never been in hospital _____.

7 Complete the text with past simple, past continuous or past perfect.

Yesterday, Alfred (a)_____ (come) to our house. My mother (b)_____ (phone) him because the desktop computer (c)_____ (not work). When Alfred (d)_____ (see) the computer, he (e)_____ (say) that the PC (f)_____ (have) a virus. My sister (g)_____ (use) it the night before with her infected pen drive. While Alfred (h)_____ (repair) the computer, I (i)_____ (watch) the news. The reporter said that a car (j)_____ (crash) in front of the train station and two people (k)_____ (die). Suddenly, Alfred (l)_____ (tell) me that he (m)_____ (already/finish). I (n)_____ (pay) 30€ for his help and he (o)_____ (give) me a new pen drive for my sister.

Installing an OS

Talk about these questions with your partners.

- Which operating systems are used in your school?
- For how long have they been used?
- Who is in charge of installing the OS in your classes?
- What are the advantages and disadvantages of the OS that you use?

1 **Listen to the beginning of a conversation between two teachers talking about the OS they have to install in a school and answer the following questions:**

a) Which operating systems are they going to install?
b) Who is more knowledgeable about installing operating systems, Brenda or Andy?

2 **Listen again and say if these sentences are true or false. Justify your answers.**

a) Brenda had a very interesting summer with her family.

b) Andy spent a night in Ibiza and he recommends the place to his colleague.

c) There is no need to install the systems now.

d) They have to install them both at the same time.

e) Linux makes the booting up of Windows possible with a specific program.

f) Just one teacher starts the process of installing the OS immediately.

3 **Listen to it a third time and answer the following questions. Write complete answers.**

a) How many computers are there in one class?

b) How can they install the OS in many computers at the same time?

c) Why did Brenda not know anything about what had been agreed in the last meeting?

d) What is the first class where they are going to start installing the systems?

e) Why is Andy not going?

4 **After reading the transcript, write a proper definition or a synonym for these words.**

a) Both _____
b) Booting up _____
c) GRUB _____
d) Clone _____
e) Tanned _____

Speaking

Investigating a crime

1 **Read the following piece of news.**

The Daily News

16-05-2014 www.thedailynews.com your daily favourite newspaper since 1983

Police arrest two in robbery at Chest High School

Authorities have arrested two students in connection to the robbery at Chest High School on Tuesday afternoon. The suspects are two teenagers aged 16 who are studying Secondary Education and preparing for the GCSE exam at this same school. They have studied there since they were 3 years old, that is why the principal and the teachers were shocked when they found out that these students had been accused of the crime. On Tuesday afternoon, classes finished at 4:00 pm as usual. Nobody was supposed to stay at the school. Nick Madison, the caretaker, checked that all the rooms and classes were locked and left. He did not see anyone around the school. The following morning, when Nick arrived at 7:30 am, he saw the main door open. He got into the school and discovered that the principal's office had been assaulted. Papers, folders, CDs and notes were all over the place. The main PC was not on the table and the hard disk, where confidential information is usually kept, had been stolen.

2 **Imagine you are a detective that is going to investigate this crime. Write five questions that you would ask Nick, the caretaker.**

1. _____
2. _____
3. _____
4. _____
5. _____

3 **Read the instructions and play the game of detectives and suspects.**

SUSPECTS

Two students of the class are going to role-play the suspects of the crime. Go outside the class and prepare an **alibi**. You were together that day, so make sure your alibi is the same:

- What were you doing on Tuesday afternoon and evening?
- Were you alone or with more friends?
- What did you eat?
- What time did you leave school?
- What time did you arrive home?
- Why were you together?

DETECTIVES

Now you are going to interrogate the two suspects individually. They were together the day of the robbery. Ask them questions about times, places, activities and company. Prepare the questions and write them down.

You have to ask the same questions to the two of them and try to find out differences and contradictions.

If you discover their alibi is fake, you will be awarded for being the detectives of the year.

A biography

1 **Read the following biography.**

Heinrich Hertz

Heinrich Hertz was born in Hamburg in 1857. He came from a wealthy, educated and successful family. His father was a barrister and later became a senator. At school, he developed interest for science and mathematics. At university, he also showed an aptitude for science but also for languages. He studied sciences and engineering in Dresden, Munich and Berlin. Later he obtained his Ph.D. from the University of Berlin in 1880. He worked as a professor of Physics in Karlsruhe and at the University of Bonn. In 1886, he married Elizabeth Doll. They had two daughters.

Hertz was the first to demonstrate the existence of electromagnetic waves. He confirmed Maxwell's electromagnetic theory of light and made possible the development of radio, television and radar by proving that electricity can be transmitted in electromagnetic waves. In addition, he showed that the length and velocity of these waves could be measured and that light and heat are in fact electromagnetic waves.

He died of blood poisoning at the age of 36 in Germany. One of the most important things that he left was the Hertz, the unit of frequency that was named in his honour. He is today remembered as one of the most important personalities in the world of telecommunications.

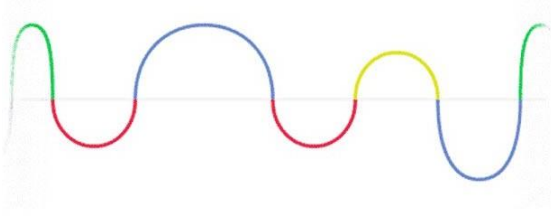
2 **Find synonyms in the text for these words:**

a) Rich _____

b) Lawyer _____

c) Earned _____

d) Speed _____



3 **Look up these words in a dictionary and write a definition or synonym.**

a) Ph.D.:

b) Professor:

c) Wave:

d) Blood poisoning:

e) Length:

4 **Write a short biography of a person that has been important and influential in the world of IT and Telecommunications.**

Follow the sample above, use the **past simple** tense and include **technical vocabulary**.

WRITING A BIOGRAPHY

A biography is simply the story of a life. Very short biographies tell the basic facts of someone's life and achievements. You can refer and organise the information in three main parts:

- **Personal life**
- **Professional achievements**
- **Legacy**

3 Networking

Vocabulary: Networks
Reading: The basics of computer networking
Grammar: Modal verbs
Listening: Calling IT support
Speaking: Troubleshooting problems
Writing: Giving advice

Vocabulary

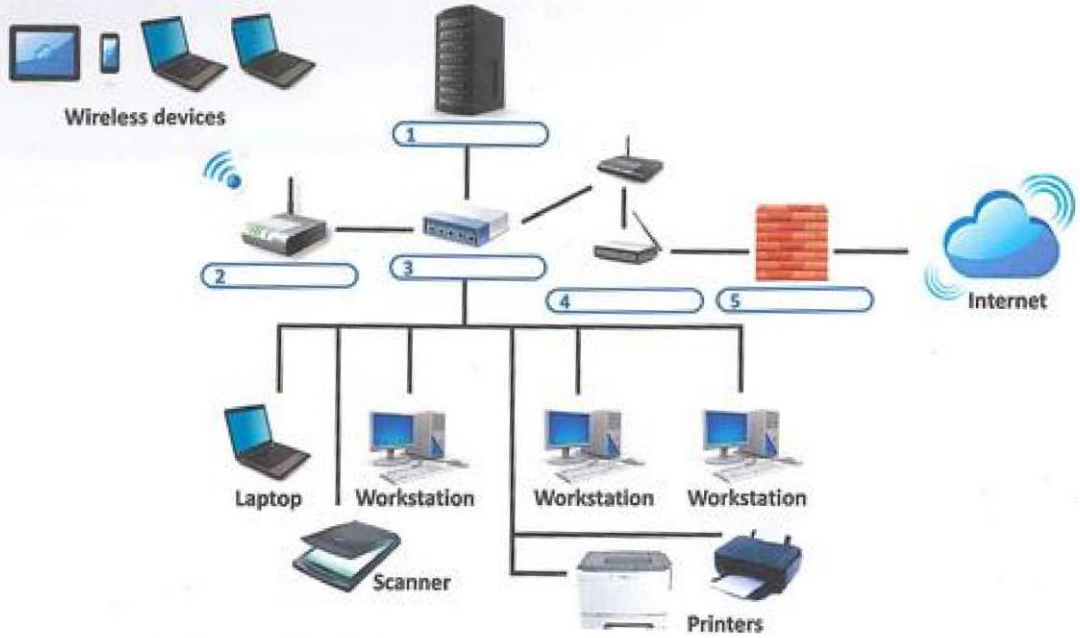
- What are the main components of a network?
- What are the advantages of using a computer network?

Networks

1 **Read the following text about the computer network in an office.**

In our office we have a mixed wired and wireless LAN. The central computer is a file **server** with a large hard drive used to store files and applications. The computers, acting as clients, are connected to the file server and to a printer via Ethernet cables. In the wireless part of the network, several devices, including laptops and tablets, are connected to each other without cables. This part is controlled by a **wireless access point** also called a wireless router, which transmits and receives radio frequencies from wireless-enabled devices. Each device that operates over the network is equipped with a wireless card or adapter. The whole network is linked to the Internet via a **broadband modem**. This model is plugged into a **switch**, which splits the internet connection into parts and allows all users to access web resources, scan and print. The whole network is protected by a **firewall** to make sure that any data it receives does not contain a virus or any material which has been banned by the company.

2 **Read the text again and label the elements of the network using the words in bold.**



3 **Write definitions for the words in bold.**

a) Server _____

b) Wireless access point _____

c) Broadband modem _____

d) Switch _____

e) Firewall _____

Vocabulary

4) How much do you know about networks? Choose the correct options.

1. What does a network allow computers to share?
   a) Electricity
   b) Resources
   c) IP addresses
2. What do **LAN** and **WAN** stand for?
   a) Logical Assisted Network and Wireless Assisted Network
   b) Local Area Network and Wide Area Network
   c) Long Area Network and World Area Network
3. What is the name given to any system or device connected to a network?
   a) Computer
   b) Node
   c) Wire
4. What is **data collision**?
   a) Two devices on a network transmitting data at the same time
   b) One device on a network receiving data
   c) Several devices on a network having problems when receiving data
5. What does the term **cat-5 refer to?**
   a) A device that allows computers to connect wirelessly
   b) A system that blocks wireless signals
   c) A type of cable that is used in Ethernet connections in local networks
6. What is an **intranet**?
   a) A private network that can only be accessed within a company or an organization
   b) A misspelling of "Internet"
   c) A network for home use where computers and peripherals are connected
7. What is a **hotspot**?
   a) A site that offers Internet access over a wireless LAN
   b) A piece of hardware used to connect a computer and a server
   c) A system that prevents unauthorized access to a computer when it is connected to a network
8. What is a **network packet**?
   a) A single digit of binary notation
   b) A block of data transmitted over a network
   c) A copy of a set of files made for storage as a security copy

5) Fill in the blanks with the correct words in the box.

turn - network - cables - address - configure - sharing

a) To _____ your wireless access point you have to follow the instructions provided with the device.
b) An IP _____ identifies a particular computer on the Internet.
c) If you have _____ connection problems call an IT professional.
d) In a basic network two computers are connected by cable to allow file _____.
e) If your broadband connection fails, _____ off your router for at least 30 seconds.
f) A router has several Ethernet ports, so you can connect several PCs to it via Ethernet _____.

Phrasal verbs

6) Complete these sentences with the correct prepositions to form phrasal verbs. Then match each phrasal verb to its definition.

a) Many people set _____ a home network because they want to share folders, files, and an Internet connection across all computers at their homes.
b) To make a router work you have to plug _____ the router's electrical power source and then turn it _____ by pushing the power button.
c) To log _____ to a router for the first time you will need the default administrator password.

1) To enter an identification number or password from a remote terminal to obtain access to a system
2) To connect a device by an electrical cord to an electricity supply
3) To arrange things properly for use
4) To start the operation of a device

1 Read the following text.

THE BASICS OF COMPUTER NETWORKING

In the world of computers, networking is the practice of connecting two or more computing devices together so that they can communicate with each other and share data.

Area Networks

There are different types of networks according to the geographic area they span:

- **Local area networks (LANs)** extend over a small area such as an office building, a school or a residential home. As they operate in small places, LANs use cables to connect computers.
- **A MAN (Metropolitan Area Network)** is designed to extend over a large area. Several LANs are connected to form a larger network so that resources can be shared.
- **Wide area networks (WANs)** are not limited to a single location. They can extend over a large geographic area and are connected via telephone lines, fibre-optic cables, or satellite links. The Internet could be described as the largest WAN in the world.
- **WLANs (Wireless LANs)** use high frequency radio waves for communication instead of cables. At the centre of the WLAN there is a wireless switch or router used for sending and receiving data to the computers.
- **PANs (Personal Area Network)** are networks organized by the individual user for its personal use. Bluetooth is a wireless networking technology designed for very short-range connections like connecting a computer to peripheral devices.

Network Architecture

The two main forms of network design are called **client/server** and **peer-to-peer**. On a client-server network each node is either a client or a server. Servers are powerful computers that manage disk drives, peripherals and the traffic around the network. Clients are devices that run programs and access the data stored on the server. On the contrary, on a peer-to-peer network all devices are connected together and act as both suppliers and consumers of resources without needing a server.

Network Topology

Network topology refers to the layout of a network and how the different components are connected and communicate with each other. Some common types of network topologies include bus, ring, star and tree.

- In a **bus network** a central cable called the 'bus' is used to connect all of the devices together. Each node has a short cable linking it to the 'bus' which allows each of them to receive the information transmitted across it. This type of network is cheap and easy to install as it consists of just one long cable, but it can be quite slow because all of the nodes share the same cable. The more workstations on the bus, the slower it goes and increased data traffic also leads to data collisions. In addition, the network will stop working if the main cable fails.
- In the so-called **ring networks** each node is connected to two other nodes. Data flows in one direction passing through each machine until the destination device receives it. This type of network can transfer data quickly, even if there are many devices connected because there cannot be any data collisions. However, if there is a break in the cable or any device is faulty, the whole network will fail.
- **Star networks** are the most common. Each device on the network has its own cable that connects to a switch or hub. A hub is slower as it sends every packet of data to every device, whereas a switch only sends a packet of data to the destination device. Star networks are very reliable systems because if a component fails, all the others still work. They are very fast due to the fact that each computer has its own cable but they are quite expensive to install since they require a lot of cable and extra hardware.

Reading

Reading comprehension

2 **Read the text again and decide if the following statements are true (T) or false (F). Copy the sentences that justify your answers.**

a) A LAN is a large network covering cities, countries and continents.

b) In a peer-to-peer network any client computer can also be a supplier.

c) In ring networks the flow of data is unidirectional.

d) Hubs can send information faster than switches.

3 **Answer these questions according to the information in the text. Use your own words.**

a) What is the main difference between a LAN and a WLAN?
b) Why are bus networks slow?
c) Why are star networks expensive?

4 **Complete the table with information from the text.**

	Advantages	Disadvantages
Bus		
Ring		
Star		

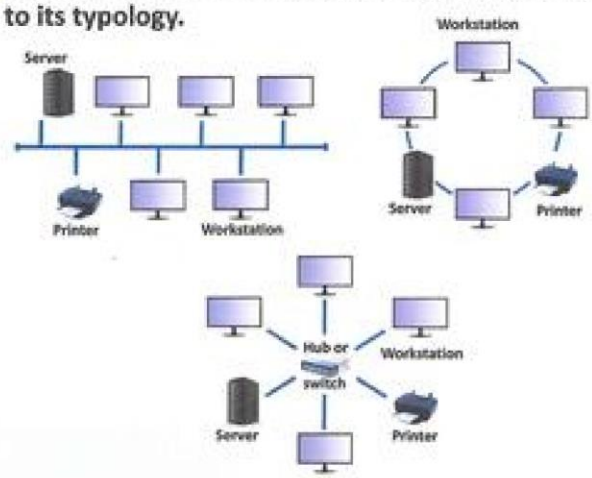
Vocabulary

5 **Find the underlined words in the text and match them with their synonyms in the box. There are two words that you don't need to use.**

performed - need - device - travels - linked - structure - protocols

a) Connected _____
b) Node _____
c) Layout _____
d) Flows _____
e) Require _____

6 **Write down the name of each network according to its typology.**



7 **Tell your partner which type of network is suitable in each situation: LAN, MAN, WAN or PAN. Explain why.**

A) An organization wants to communicate with different branches located in the city.
b) A user wants to interconnect a tablet PC, a laptop and a printer without having to plug anything in.
c) An IT worker has to arrange a computer lab in a school.

Modal verbs I

1 **Read the table.**

Modal verbs (prohibition, obligation and no obligation)

Prohibition

- **Mustn't** is used to show that something is not allowed or to give strong advice.
  *You **mustn't** download films from the Internet. It's illegal.*

Obligation

- **Must** and **have to** are both used to express obligation.
- **Must** shows us that the obligation comes from the speaker. It isn't a law or a rule.
  *I **must** call my boss tonight.*
- **Have to** shows us that the obligation comes from somebody else. It's a law or a rule.
  *Alex isn't coming to class today because he **has to** work.*

No obligation

- We use **don't have to** to show that there is no obligation. You can do something if you want to but it's not necessary.
  *You **don't have to** wear a tie in our office.* (You can wear a tie if you want to but it's not compulsory.)

2 **There is one mistake in each sentence. Correct them.**

a) I must to remember to send my CV and the letter of application. The deadline is tomorrow.
b) Andrew have to work on Saturdays.
c) You haven't to pay. The entrance is free.
d) You musn't be late to work.
e) Students don't have to smoke on the school grounds. It's forbidden.

3 **Complete the following sentences. Use *must, mustn't, have to* and *don't have to*.**

a) I _____ (take) this book back to the library or I'll get a fine.
b) She _____ (pass) an entrance examination if she wants to study there.
c) You _____ (touch) the electric plugs -you might get a shock.
d) We can share a taxi if you want to. You _____ (walk) home.
e) You _____ (come) and see us some time.
f) Sue _____ (study) very hard. She's very smart.
g) I _____ (pick up) my sister from the airport tomorrow.
h) I _____ (hurry up) if I don't want to miss the plane.
I) You _____ (smoke) at the petrol station.

4 **Rewrite the following sentences using *must, mustn't, have to* and *don't have to*. The first example is giv**

a) It is forbidden to insult people on a forum. *You mustn't insult people on a forum.*
b) There's no need to cook tonight. Mum has already made dinner.
c) You aren't allowed to cheat in a test.
d) It is not necessary for you to come to the meeting.
e) I am obliged to work extra hours today.
f) If you want to buy on ebay, it is necessary to create an account.

Grammar

Modal verbs II

5 Read the table.

Modal verbs (advice and probability)

Advice

- We use **should, shouldn't** and **ought to** to give advice.
- *You **should/ought to** use passwords to protect confidential information.*
- *You **shouldn't** spend so much time playing videogames.*

Probability and possibility

- We use **might (not) or may (not)** to say that we think something is possible but we are not sure.
- *The computer has shut down unexpectedly again. I think it **might** have a virus.* I'm not sure the computer has a virus but I think it's possible.
- *I'll try to fix your computer today but I **may not** be able if I have a lot of work.*

6 **Write sentences with *should, shouldn't* and *ought to*. More than one answer may be possible.**

a) Make a copy of all the important files before formatting your hard drive.
b) Pull out a removable device without turning it off. It can damage your external drive.
c) Scan all email attachments for viruses before opening them.
d) Turn off the file sharing facility if you are working on a public network.
e) Install and update a good antivirus program to protect your computer.

7 **Rewrite the following sentences using *may, may not, should* and *shouldn't*.**

a) Maybe it will rain today. - *It may rain today.*
b) It's possible that I get a promotion at work.
c) I advise you to format your PC.
d) Perhaps it is an infected file.
e) It isn't a good idea to open unknown attachments in emails.
f) I don't think I will get the new iPad.

8 **Underline the correct modal verb in each sentence.**

a) I don't know how to help you. Try calling Tommy, he studies IT and *shouldn't / has to / may* be able to find a solution.
b) I *have to / may / could* finish my project for the English subject tonight, but I have a bad headache. I think I'll go for a walk.
c) - If you have several computers in your home, you *have to / may / should* network them.
- Yes, it would be a good idea.
d) After installing a new router, you *may / should / can't* change the default password to improve the security of your network.
e) If you set up a wireless network you *don't have to / mustn't / shouldn't* use cables.

9 **Fill in the gaps with the correct form of the modals from the box below. There are two of them that you don't need to use.**

shouldn't / don't have to / ought / must / might / may not

Social networking sites are a wonderful invention, however you (a)_____ to use them carefully. In order to protect your privacy, you (b)_____ keep your profile closed and allow only your friends to view it. Remember that many companies view current or future employees' social networking pages, so you (c)_____ say anything or post pictures that could cause you embarrassment. One of the biggest fears is hacking. Hackers (d)_____ steal all your personal information if you don't use a strong password.

Calling IT support

Talk about these questions with your partners.

- What do you do to troubleshoot problems with your devices? (call technical support / call a friend / ask in a forum...)
- Have you ever called IT support? Talk about your experience.

1 **The word router can be pronounced in two different ways: /'ru:tə(r)/ and /'raʊtər/. Which one is the American? Which one is the British? Practise the pronunciation with your partner.**

2 **Listen to conversation one and answer the following questions.**

a) What problem does the client have?

b) When did the problem start?

c) What has he done to troubleshoot the problem before calling?

d) How can you identify the wireless switch on a laptop?

e) What is the key combination to activate the wireless switch on a laptop?

3 **Listen to conversation two again and fill in the gaps to complete the summary of the conversation.**

a) The client's network connection _____ out every few minutes.
b) He has tried _____ the router off and on but it still doesn't work.
c) The connection fails when he's not working on the computer and the _____ comes on.
d) The client needs to change the _____ on his router.
e) He has a Linksys _____ router.
f) The usual IP address for Lynksys routers is _____. He has to type it into the _____ _____ of his Internet browser.
g) The IT worker decides to send a _____ because the man doesn't know how to follow the steps.

4 **The word *switch* can have many different meanings. Read these extracts from the conversations and give a synonym for the word *switch* in each sentence.**

a) I have also switched it (the router) off and on several times.
b) You must have an on/off switch somewhere on your keyboard.
c) Try switching to a different channel.

Try + gerund (-ing)	Won't
Try + gerund means to experiment with different methods to see if something works. • Have you **tried** turning the router off and on again?	**We use *won't* to explain that a machine refuses to work.** • My laptop **won't connect** to my home wireless network.

Speaking

Troubleshooting problems

1 **When you call technical support, you need to answer a lot of questions about your computer problem. Match these common questions (1-6) to the correct answers (a-f).**

1. What's the *exact* error message on your screen?
2. What *exactly* is your computer doing?
3. When did the problem start?
4. Did anything else happen at the same time the problem started?
5. What have you already done to troubleshoot the problem?
6. Has the problem changed since it first started?

a) Yes, the computer shuts off more frequently.

b) It says "Not found. The requested URL was not found on this server."

c) The first time was two days ago when I downloaded a program from the net.

d) I have tried resetting my modem but it hasn't worked.

e) The computer started smoking and there was a bad smell.

f) When I turn my computer on, it suddenly powers back off. I hear the fans inside, and the lights on the front also turn on and flash, but then it all stops.

2 **The class is divided into two groups: members of technical support and customers. Role-play the situations on pages 96 and 97.**

Tech support

You are a member of technical support and clients are going to call you to solve their problems with computers.

Ask them about their problems, tell them how to solve them, and give them some advice.

Look at your cards on page 97 and complete the table.

Customers

You are a customer. Call technical support and tell them about your problems with your computer.

Look at your cards on page 96 and complete the table.

Giving advice

1 **Read the following comment in a forum. What health problems does the writer mention?**

Hello everyone!

My name is Angela. I'm only 20 years old and I have constant back and neck pain that spreads to my arm. At the end of the day I have bad headaches and my eyes are often sore and dry.

My parents say it is because I spend too much time on the computer but I disagree. I'm a student and I have a busy social life, but I just use it as often as other teenagers. In the mornings I work on my laptop in class and in the afternoons I use the PC at home to do uni assignments, check my email, update my social networks and play from time to time.

Do you think these symptoms are related to computer use? What can I do to prevent them? Any help will be welcome!

Angela

2 **This picture shows how to set up a computer workstation to make computer use more comfortable and efficient. Match the sentences with the correct parts of the diagram.**

a) Adjustable chair with dynamic chair back

b) Top of monitor at eye level

c) Feet flat on the floor or resting on a foot rest

d) Wrists flat and straight in relation to forearms

e) Arms and elbows relaxed close to body

f) Back straight

3 **Write a reply to Angela's message giving advice about how to prevent health problems associated w computer use.**

USEFUL EXPRESSIONS

- First of all, it is very important to...
- It would be a good / bad idea to...
- In my opinion, you should / shouldn't...
- I think the best thing for you to do is...
- I advice you to / not to...
- Make sure you...

The Internet

Vocabulary: TCP/IP address. The World Wide Web
Reading: Web 3.0
Grammar: Revision of the future tense
Listening: Blogs
Speaking: Making an oral presentation
Writing: Predicting the future

Vocabulary

- What does TCP-IP stand for?
- What is an IP address?
- What is an intranet?

TCP-IP address

1) Read this short text.

TCP/IP stands for Transmission Control Protocol/ Internet Protocol and refers to the standard protocol that allows computers to communicate over the Internet. It is the main **protocol** for the Internet and it is used for transmitting data over **networks**.

The **IP address** is a unique address that computing devices use to identify themselves and communicate with others. As it is unique, a computer can be found thanks to it. Computers in an **intranet** have private IP addresses while computers on the Internet have public addresses.

Do we use IP addresses? It is difficult for a common user to understand all the numbers in an IP address. If you need to find something in a specific website, you do not have to enter its IP address. Instead, you enter its **domain name**.

2) Match the words in bold from the previous text with the following definitions or examples.

a) www.google.com _____
b) A system of interconnected computers or other devices _____
c) 209.85.229.99 _____
d) A private network _____
e) The set of rules that computers follow _____
f) Protocol for computers _____

3) Read the definition of *gateway* and complete it with the missing words.

email - connection - bridge - log - data - networks

A gateway acts as a _____ between _____ so _____ can be transferred from one computer to another. For instance, when you send an _____ to a friend or _____ into a web, there is a gateway that makes the _____ possible.

Vocabulary

The World Wide Web

4 **Work in pairs. Do you know the meaning of these words? Explain them in your own words.**

World Wide Web URL Email

Browser Router Newsgroup

DNS Search engine HTML

5 **Now, match them with their correspondent definitions.**

a) An Internet-based discussion about a particular topic.

b) The specific address of a specific site on the Internet.

c) Pages that can be accessed using a web browser.

d) A service that enables you to easily find websites and information you are looking for (e.g. Google and Bing).

e) A hardware device that routes data from a LAN to another network connection.

f) A program used to access the World Wide Web. *Internet Explorer* is one of them.

g) A service used to deliver electronic messages to users.

h) Domain Name System. With it, users do not have to remember the specific numbers of an IP address.

i) Hypertext Markup Language: The language that web pages are written in.

6 **Work in pairs. Talk with your partner about these questions:**

- Do you usually send **emails**? When? What for?
- Which **domain names** do you usually type in your web browser?
- Describe the **router** that you have at home and its location.
- What is the best **search engine** in your opinion? Which one do you use the most?
- Have you ever participated in a **newsgroup**? What was it about?
- Which **browser** do you usually use? Why?
- Have you ever used a **private network**?

Reading

1 Read the following text.

WEB 3.0

You may be acquainted with the concept of Web 2.0 in referring to an interactive and social web facilitating collaboration between people. Taking into account this definition, we can derive a definition of Web 3.0. Web 3.0 is the next relevant change in both how websites are created and how people interact with them. The world of computers is based on changes but changes require time and precision. It took ten years to make the transition from the original web to Web 2.0 so it may take longer to make a new change.

But what is exactly Web 3.0? First of all, the name is itself a marketing strategy. It is popular, attractive and catchy. It is said that the Web 3.0 will be an artificially intelligent web. Computers will be similar to humans and information will be stored and categorised in such a way that a computer will be able to understand it as well as a human. For example, Web 3.0 will allow you to find movies and food easier and faster instead of visiting many webs. Just typing a complex sentence, the computer will help you find what you're looking for. It will become your personal assistant and the more you show your preferences, the faster the computer will learn about tastes. Finally, one of the most outstanding changes will be the use of webs based on virtual worlds. For instance, if a user wants to buy something online, he/she will be able to visit the different stores of the mall and see the products on the shelves. The possibility of walking around places and visiting virtual settings will be, however, much more complex in terms of programming and graphics.

The emergence of Web 3.0 has to do with the increasing popularity of mobile devices and the use of the Internet for entertainment in mobile phones.

2 After reading the text, define Web 3.0 in your own words. What is it? Explain the concept orally to your partners.

- Web 3.0 is...
- It is for...
- It is used to...
- You can...
- The positive/negative aspects about it are...

Reading comprehension

3 Read the text again and answer the following questions.

a) Why may it take long to create the Web 3.0?

b) Is the name of the web a marketing strategy? Why?

c) Mention two things you might be able to do with Web 3.0.

d) Can a computer know about your tastes? How?

e) What is the main reason for the emergence of Web 3.0?

Reading

4 **Say if these sentences are true or false. Explain the false ones.**

a) Web 3.0 results from the improvement and development of Web 2.0.

b) Web 3.0 is only about websites and their layout.

c) It takes time to make an important change in the world of IT.

d) Computers will interact with users just like humans.

e) It will not be necessary to visit several websites to find out what you want.

f) Mobile phones have contributed greatly to the creation of this new web.

Vocabulary

5 **Look for words in the text that have the same meaning.**

a) important _____
b) captivating _____
c) kept _____
d) noticeable _____
e) shops _____
f) shopping centre _____

6 **Give synonyms for these expressions.**

a) To be acquainted with
b) To allow somebody to do something
c) Become
d) For instance
e) In terms of

7 **Work in pairs. Imagine two more situations in which Web 3.0 could be useful for the user.**

1. _____
_____
_____
_____
2. _____
_____
_____
_____

Surf the Internet and find out more information about the Web 3.0. Then share the ideas in class.

Look for:
- News
- Interesting articles
- Photographs

Revision of the future tense

1 **Read the table and complete the rules. Write *present continuous, will, present simple* or *be going to*.**

The future tense

1. We use _____ to:
- **Talk about the future.**
It'll be spring soon.
- **Make predictions.**
The videogame will be a success.
- **Make spontaneous decisions at the moment of speaking.**
I cannot listen to music with this Mp3. I'll buy a new one tomorrow.
- **Make promises.**
I will help you with the database.

2. We use _____ to:
- **Refer to plans and intentions.**
I am going to make a cake for my brother's birthday.
- **Predictions based on evidence.**
Look out! You are going to fall.

3. We use the _____ to:
- **Refer to arrangements.**
I am visiting the doctor this evening at 7:30.

4. We use the _____ to:
- **Talk about schedules.**
The English class starts at 9.

2 **Complete these sentences with the verbs in brackets. Use the appropriate future tense in each case.**

a) The train from Madrid _____ (arrive) at 10 a.m.
b) - I cannot take you to the airport, I'm afraid.
- Ok, don't worry. I _____ (call) a taxi.
c) My parents _____ (buy) a new car because the black one is broken.
d) Tomorrow at 4 we _____ (present) our new project at the Conference Centre.
e) Don't worry. I _____ (help) you with your homework.
f) I think I _____ (buy) a new pair of boots. It's so cold!
g) When I retire, I _____ (travel) around the world.
h) Look at those clouds! It _____ (rain)!
i) She _____ (go) to the exhibition tomorrow.
j) The second term _____ (finish) in March.

3 **Write five questions to ask to your partner about his/her future plans.**

1. _____?
2. _____?
3. _____?
4. _____?
5. _____?

4 **Talk about your future plans with your partners. Ask and answer questions and try to keep a conversation.**

A: *Are you going to have a car soon?*
B: *Yes, my parents are going to buy one for me and my sister.*

Grammar

5 **Choose the best option.**

a) -I'm hungry -Oh, *I will / am going to* make a sandwich for you!

b) My sister *is going to / will* study law in Manchester next year.

c) The coach *leaves / is going to leave* in ten minutes.

d) I think he *is going to / will be* successful in his field of study.

e) Who do you think *is winning / will win* the next elections?

f) I promise. I *will / am going to* clean my room.

g) When *will you meet / are you meeting* the teacher? Tomorrow at 10 am.

6 **Read the examples below and match them with the correspondent meaning.**

a) My brother **is about to** create his own website.
b) Sheila is **on the point of** finishing her final paper.
c) I was **on the verge of** calling the doctor when she got better.
d) The end of the crisis **is likely to** take place next year.
e) I **am unlikely to** pass the English exam if I don't study.

1. Express how certain we are that something will happen in the future.
2. Express that something is ready to happen in the near future.

7 **Write sentences about you in affirmative or negative using the expressions in exercise 6.**

a) Do my homework for tomorrow

_____

b) Clean my room

_____

c) Finish my studies

_____

d) Look at my phone

_____

8 **Work in pairs and role-play the following situations.**

Student A

You are going shopping this afternoon.

Student B

Ask questions to your partner about his/her plan using **where, when, who, why, what** and **how.**

Student B

You are throwing a party on Saturday.

Student B

Ask questions to your partner about his/her plan using **where, when, who, why, what** and **how.**

Blogs

- What kind of blogs or websites do you usually visit?
- Describe one. Why do you like it better than other similar websites or blogs?
- Have you ever created one? What was it about?

1 **You will hear a woman talking about her own blog. Listen to the interview and answer the following questions.**

a) What is the blog about?

b) When did Loraine decide to create the blog?

c) What makes her blog different and special?

d) What was the most difficult part of creating a blog?

e) What can you find in the blog apart from recipes? Mention three things.

f) What are the three recommendations that she gives to listeners?

2 **Listen again and choose a, b or c.**

1. How long has the blog been working?
a) Two years
b) Just one year
c) Five years

2. Loraine's recipes are...
a) unhealthy
b) perfect
c) real

3. Loraine attended a course of...
a) web management
b) Information Technology
c) old people's needs

4. When does she update the blog?
a) During the week
b) On Sundays
c) Twice a week

5. Loraine's ideas will influence...
a) young entrepreneurs
b) cooks
c) future creators of blogs

6. The name of the blog is...
a) Eat with you
b) Living with you
c) Eating with you

3 **Read the transcript on page 104 and find synonyms for these words.**

a) Advertisements _____
b) Registered, joined _____
c) Old _____
d) Pictures _____
e) Original, attractive _____

4 **In pairs, you are going to create your own blog. Think about the following aspects and then present the project to the class.**

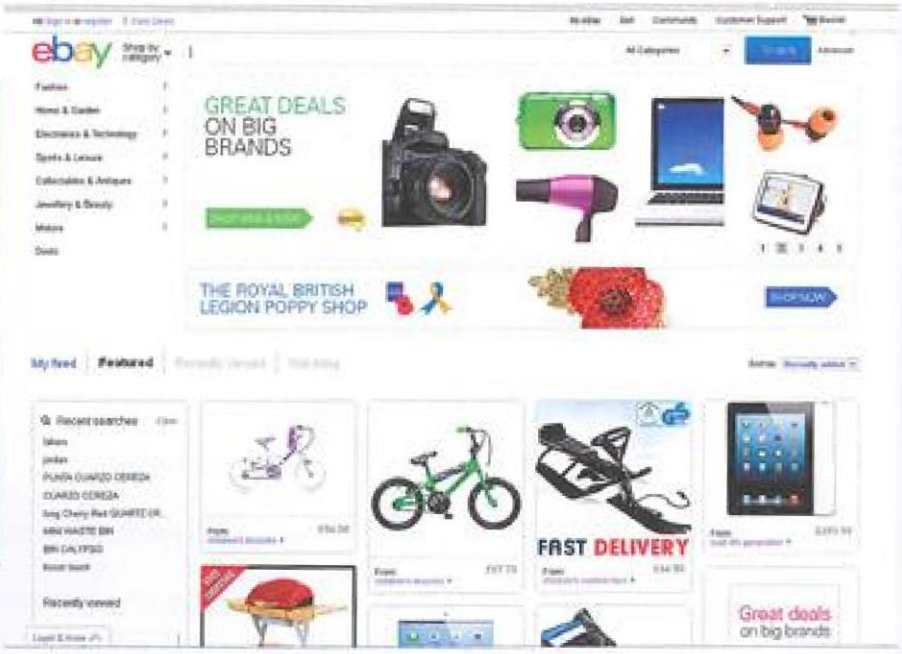
- What will the blog be about?
- Who will be the target audience?
- What information will you offer?
- How will the design be?
- How will you promote the blog?

Speaking

Making an oral presentation

1 **Look at the website and analyse the following aspects:**

- Target audience
- Description of the web
- Sections of the page
- Description of the layout
- Attractive elements
- Language/s of the website
- Possibilities for users



2 **When presenting a topic in front of an audience, you must consider these points.**

- Prepare an outline with the main ideas you want to talk about.
- Separate the ideas into sections or parts.
- Practise your speech several times until you feel comfortable with it.
- Be clear, concise and do not read the script.
- Interact with the audience and use body language.
- Speak calmly and at a moderate pace.
- If you use visuals, use them just as a support.
- Relax and keep calm.

3 **Work in groups of 3. Prepare a presentation to the class about a website. Refer to the aspects of exercise 1. Pay attention to:**

- Content
- Coherence and Cohesion
- Grammar
- Vocabulary
- Pronunciation
- Fluency

FORMAL LANGUAGE IN ORAL PRESENTATIONS

INTRODUCTION

We would like to talk about...
Let me first give you a brief overview...

BODY

This leads to the next point
Let's move on to...
Let's take a look at...
Regarding... / With regard to...
Moreover / In addition
As I said earlier
We think / We consider
This is about...

CONCLUSION

In conclusion / To sum up / To finish

Predicting the future

1 **Work in pairs. Talk about how life will be in the future regarding these topics. Then, share your ideas with the class.**

- Houses
- Cars
- Television
- Eating- Food
- Human relationships
- Teaching
- Health
- Information Technology

2 **In 1964, science fiction writer Isaac Asimov predicted how life would be by 2014. Read his predictions and say if he was right.**

a) "Kitchen devices **will be designed** to prepare automeals, heating water and converting it to coffee."
b) "Ready-made food **will be stored** in people's freezers."
c) "Appliances of 2014 will not have electric cords."
d) "Cars **will be designed** with robot-brains."
e) "Transportation will have little contact with the surface."
f) "Satellites will make it possible for you to direct any spot on Earth."
g) "Communications will become sight-sound and you will see as well as hear the person you phone."
h) "There will be 3D televisions."
i) "Robots will not be very common."
j) "Human beings will suffer badly from the disease of boredom."

3 **Look at the verbs in bold in exercise 2. They are written in <u>future passive voice.</u>**

will be + past participle

- A new house **will be built** in the neighbourhood.
- A new vaccine **will be discovered** soon.
- The book **will be published** in two weeks.
- The car **will be washed** for the wedding.

4 **Write a text about how life will be in 2050.**

- Refer to different **topics** (languages, media, houses, health, relationships, computers, food...)
- Use *will*, the passive voice and other future expressions to refer to the **future**.
- Structure your writing in **paragraphs**.
- Use **connectors** and specific **vocabulary**.

5 Office software

Vocabulary: Word processors. Spreadsheets and databases
Reading: Open-source software
Grammar: Questions
Listening: A talk
Speaking: Dealing with complaints
Writing: A survey

Vocabulary

- What are word processors? What do people use them for?
- Which word processors do you know?
- Which one is the most popular?
- Which one do you like the best? Why?

Word processors

1) Look at the toolbar. Which function does each button have? Write the correct number next to each word.

Indent | Italics | Undo

Highlight | Justify | Bold | Align

2) Read the following sentences. Which functions in the previous toolbar do they refer to? Write the names and then find the secret word.

1) Applies certain style that darkens a selected text to emphasize it.

_ _ _ _ _

2) Reverses the last action or deletes the last entry you typed.

_ _ _ _ _

3) Places the selected text in a line to the right, to the left or to the middle.

_ _ _ _ _ _

4) Marks text in a different colour so that it stands out from the surrounding text.

_ _ _ _ _ _ _ _ _ _

5) Increases or decreases the distance of the paragraph from either the left or the right margin.

_ _ _ _ _ _

6) Applies certain style that makes the letters slope to the right to emphasize a particular word or indicate a foreign term.

_ _ _ _ _ _ _ _

7) Aligns the selected paragraphs to both the left and right margins.

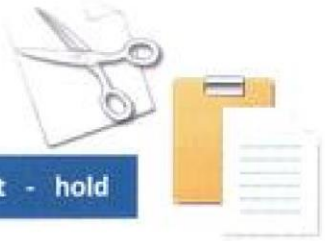
_ _ _ _ _ _ _

The secret word is _ _ _ _ _ _ _

3) Choose the correct option.

a) A *template / format / file* is a pre-designed document that you can *use* to create documents quickly without having to format them.
b) The *font / layout / header* is the area in the top margin of each page where you can insert text or graphics, usually a company logo or the author's name.
c) The *footer / font size / toolbar* is the area in the bottom margin of each page where you can insert text or graphics, usually page numbers.
d) The *spellcheck / print preview / redo* tells you if your text contains any spelling mistakes.
e) A *clipart / macro / table* is a series of keyboard and mouse actions that have been recorded and can be repeated.

Vocabulary



4 **Complete these instructions with the correct verbs from the box.**

right-click - place - choose - click - drag - press - highlight - hold

How to cut and paste text in a word processor

First, (a)_____ the part of the text that you want to copy. You can either (b)_____ the mouse over a specific portion of text or (c)_____ Ctrl and (d)_____ E to select all of the text on the document. Then, (e)_____ on the *Cut* icon on the toolbar. The selected part will disappear and go on to an invisible clipboard. Finally, (f)_____ the cursor where you want to paste the text. To insert the content of the clipboard, click on the *Paste* icon on the toolbar. Other options are to use the shortcuts Ctrl+X to cut and Ctrl+V to paste or (g)_____ the selected text and (h)_____ the *Cut* icon and the *Paste* icon from the menu.

Spreadsheets and databases

5 **Decide if the following functions refer to spreadsheets or databases.**

a) Perform calculations about sales data.
b) Perform a complex **query.**
c) Create a **formula** using different functions and **operators.**
d) Use the data in the **cells** of a **worksheet** to create charts and graphs.
e) Enter names and addresses into the **field.**

6 **Find in the previous exercise the correct words to complete these definitions:**

a) _____ are the symbols (+,-,*,^) that represent an arithmetic operation in a formula.
b) A _____ is an expression that represents a mathematical spreadsheet calculation.
c) A _____ is a search that locates all information of a specific type.
d) _____ are the units of a spreadsheet that hold a piece of information.
e) A _____ is a database category that holds a type of information.
f) A _____ is a single page of a spreadsheet.

7 **Look at the worksheet and decide whether these sentences are true or false.**

	A	B	C	D	E
1	MY BUDGET SPREADSHEET			JANUARY	
2	INCOME			TRANSPORTATION	
3	salary	1100		Petrol	100
4	salary	1200		Public transport	
5	total	2300		Car insurance	
6				Repairs	
7	HOME EXPENSES			total	100
8	Rent/Mortgage	700			
9	Electricity	85		ENTERTAINMENT	
10	Water	53		Hobbies	250
11	Internet	40		Holidays	
12	Telephones	20		total	250
13	total	898			
14				MEDICAL	
15	DAILY LIVING			Prescriptions	
16	Food	500		Glasses & contacts	90
17	Clothing	100		Dental	
18	total	600		total	90
19					
20	TOTAL INCOME	2300			
21	TOTAL EXPENSES	1938			
22	DIFFERENCE	362			

a) The value of cell B5 is the result of adding the value in cells B3 and B4.
b) Row 20 shows the money that a family has spent during the month of January.
c) Cell B22 is the result of a formula that subtracts the contents of cell B21 from cell B20.
d) Column A and column D are wider than the other columns.
e) If you type a value in cell E6, the value in cell E3 will be recalculated.

Reading

1 **Read the following text. What do these numbers refer to?**

42 _____ 40 _____

OPEN-SOURCE SOFTWARE

Software is one of the most useful tools of the Digital Age. Unfortunately, since purchasing a license of a software program is quite expensive and it is very easy to make a copy of a program in seconds, software piracy is a widespread problem.

According to BSA (The Software Alliance), 42% of all PC software packages installed in the world in the year 2012 were pirated, which meant a loss of more than 40 billion dollars worldwide. It is undeniable that piracy is harmful for software manufacturers. However, they are not the only victims. By using unlicensed or counterfeit software, consumers face considerable risks as these products may contain viruses or other malicious code that can damage computers or even lead to identity theft.

It is very important to understand that software is protected by intellectual property law, which varies by country. All legal software comes with a license so it is illegal to copy a program purchased legitimately and use it on more computers than the license authorises. You are also violating the terms of license if you break the protection of software or encryption to obtain a serial number or password, also known as "cracking", or if you reproduce and distribute counterfeit software. In any of these cases your country can impose you a fine or a penalty for copyright infringement.

For those individuals or companies that want to save money there is an alternative to piracy called open-source software. For instance, OpenOffice is one of the most popular free office suites, GIMP is the free alternative for photo editing, and VLC is a well-known free audio and music player.

Open-source software is completely free to use and distribute so if you download one of these programs without paying anything or you decide to create a copy, you are not breaking the law. And what's more, this software provides you with a wide range of advantages over licensed software.

Open-source software does not depend on its original creators, which makes it more secure. Its codes are available for anybody and they are developed by volunteers. If any bugs are found in a version, users do not have to wait for the next version of the program because any interested programmer can fix the problem. In addition, this kind of software uses open standards, which means that there aren't any problems of incompatible formats.

On the other hand, we may encounter some problems. Not all applications run both on open source and proprietary software. There are many parallel developments on open source software, which creates confusion. Many projects die because programmers quit or lose interest and move on to another project as they are not hired by any particular company.

Reading comprehension

2 **Read the text again and answer the following questions. Use your own words.**

a) What are the two main reasons of software piracy?

b) What are the risks of using unlicensed software?

c) Which three examples of license violation does the text mention?

d) Why are some open-source projects cancelled?

Reading

3) Decide if the following sentences are true (T) or false (F) according to the information in the text. Justify your answers.

a) Software piracy is happening all around the world.

b) Piracy only damages software manufacturers.

c) All countries have the same coypright laws.

d) If you don't want to buy a licensed program, the only solution is to pirate it.

4) Choose the correct answer.

1. Open-source software can be modified by anyone because...
   a) it uses compatible formats
   b) the source code is included
   c) it doesn't depend on its creators

2. Any volunteer...
   a) is able to find a problem
   b) is authorised to solve a bug
   c) can be hired by a company to work on a project

3. When you crack software, you...
   a) gain illegal access to protected software
   b) distribute copied software
   c)install the same license on more than one computer

Vocabulary

5) Find words in the text that mean:

a) Helpful (line 1)

b) Popular (line 20)

c) Mistakes in a computer program (line 25)

d) Repair (line 26)

6) Match the words in column A and B to form collocations.

A	B
a) Hire	the law
b) Break	a problem
c) Fix	a license
d) Save	a programmer
e) Purchase	money

@ Surf the Internet and find out more free and open software to replace expensive software packages. Then share the ideas in class.

Questions

1 **Read the tables.**

Verb to be

Question word	Verb to be		
What Who Where When Whose Why How	is / was	• he / she / it / my bag? • this / that (bag)? • at the party?	• *Where is she?* • *What is this?* • *Who was at the party?*
	are / were	• we / you / they / my • keys? • these / those (keys)?	• *Where are they?* • *Whose are those keys?* • *Why were you at the party?*

Other verbs

Question word	Auxiliary	Subject			
What Who Where When Why How How much How many	is / are was / were	you he she it we they	doing going	seeing meeting	• *What are you doing?*
	do / does did		do go	see meet	• *Who did you see?*
	can / could will / would should		do go	see meet	• *When can we meet?*
	have / has had		done gone	seen met	• *Where has she gone?*

2 **Make questions using these prompts. Then ask and answer them with your partner.**

a) How fast / your internet connection?
b) How much / pay for internet access last month?
c) How long / live in this town?
d) How often / format your PC?

3 **Write questions for these answers.**

a) I am crying <u>because I have hurt my leg</u>.
b) When I go to London I will stay <u>at a hotel near Piccadilly Circus</u>.
c) The film finished <u>at midnight</u>.
d) When I'm sad <u>I listen to music</u>.
e) I was <u>at the cinema</u> when you called me.
f) If I were you <u>I would apologise</u>.
g) I am going to buy a car <u>next month</u>.
h) She has had her current mobile phone <u>for a couple of months</u>.

Grammar

4 Read the tables.

Subject questions	Object questions
When *who* or *what* is the subject of the question, we use the affirmative form of the verb and we don't need the auxiliary.	When *who* or *what* is the object of the question, we use the interrogative form of the verb.
• *Who invited you to the party?* • *What happened after the party?*	• *Who did you invite to the party?* • *What did you do after the party?*

5 Decide if *who* or *what* is the subject or the object in each question. Then correct the mistakes.

a) Who did the Internet invent?
b) Who did tell you that story?
c) What does make you laugh?
d) What studies she?
e) Who arrested the police?
f) What did happen last night?
g) What stole he?

6 Read this table about indirect questions.

Indirect questions

Indirect questions are more formal and polite than direct questions. We use them when talking to a person we don't know very well or in professional situations.

- If the direct question has a question word (wh-), we change the interrogative form to the affirmative form and we put the subject before the verb.
  Direct: *What time is it?*
  Indirect: *Could you tell me what time it is?*
- If the direct question is a yes/no question, the indirect question will have *if*.
  Direct: *Does Tom like Chinese food?*
  Indirect: *Do you know if Tom likes Chinese food?*

7 Change these questions into indirect questions.

a) Why did you move to England? I was wondering...
b) Has Steve ever studied abroad? Do you have any idea...
c) How much does this alarm clock cost? I'd like to know...
d) Are your parents coming tomorrow? Could you tell me...
e) What time does the shop close? Do you know...
f) Do you speak English? I was wondering...
g) Why did you leave that job? Could you tell me...

A talk

1 **You are going to listen to a talk. Listen to the first part and decide if the following sentences are true or false. Then correct the false ones.**

a) Dana Moar founded Little Cute Things on her own.

b) Dana and Andrés decided to set up a business because they didn't have a job.

c) Before starting the business they had planned to look for a job abroad.

d) Dana studied journalism but she has never worked as a journalist.

e) They launched the site in February 2012.

f) Dana is responsible for creating the products of the company.

2 **Listen to the second part and answer the following questions.**

a) Was it easy for them at the beginning?

b) How much money did they earn last year?

c) According to Dana, why is the business successful?

d) What are their strategies to attract new customers?

e) What are their plans for the near future?

3 **Read the transcript on page 105 and put the following events in order.**

a) They had the idea of setting up a business.
b) Andrés finished his degree in Graphic Design.
c) They decided to sell their products in shops.
d) Dana worked as a journalist.
e) They launched the website of the company.
f) They started having profits.

4 **Work with a partner. Write down the questions that you would ask Dana at the end of the talk.**

Speaking

Dealing with complaints

1 **Look at the sentences below. Who do you think says each sentence -the salesperson (S) or the customer (C)? Then put them in order.**

_S_ I see. Would you like to exchange them for a new pair?
___ I don't need anything for now so I'll take the credit note. Thank you.
___ Good morning. Can I help you? *1*
___ Yes, I bought these waterproof headphones last month and they're not working properly.
___ Well, they aren't waterproof at all. One of the earphones stopped working well as soon as I started to swim. I had to dry them out to get them work again. Plus, the sound quality is terrible. I'm really disappointed.
___ I'm sorry about that. Have you got the receipt?
___ Well, actually I'd like my money back, please.
___ Yes, here it is.
___ What seems to be the problem, sir?
___ Oh, I'm afraid we don't give cash refunds. You can either choose something else or we can offer a credit note.

2 **Read the expressions in the table. Label each category with the titles in the box.**

explaining what you want - explaining a problem - apologising - offering a solution

1	3
The instructions are missing. This product is faulty. I'm afraid it isn't working. It doesn't seem to work.	I'd like a refund. I'd like to have my money back. I'd like to exchange / return the item. Can I speak to the manager, please?
2	**4**
We can give you a credit note. We can send it off to be repaired. We'll repair it free of charge. Would you like an exchange? Would you like a refund?	I understand you are upset. I'm sorry about that. I'm afraid we can't exchange goods without the receipt. I'm afraid it's not our policy to give

3 **Work in pairs. Take turns and role play the following situations.**

STUDENT A: You work in an electrical goods store. You think the customer has damaged the product. You can't give a refund unless you are sure it was damaged when the customer bought it.

STUDENT B: You bought a mobile phone a week ago but it stopped working when you accidentally dropped it in water. However, you are going to say that it was faulty and you would like your money back.

STUDENT A: You work in an electrical goods store. You can only offer an exchange if the customer has the receipt.

STUDENT B: You bought a printer yesterday and when you got home you realised that it didn't work. You want to exchange the item but you don't have the receipt. You are very angry because you are a regular customer and you think the shop assistant is not treating you well.

A survey

1 **Read this survey on mobile phones. Answer the questions with your own information and then compare your answers to your partner's.**

1 How long have you had your present mobile phone?
a) Less than one month b) Between one month and one year c) More than one year

2 Which mobile operating system do you have?
a) Android b) iOS c) Symbian d) Blackberry e) Windows Phone f) Others

3 How much is your mobile phone bill every month? a) <15€ b) 15-30€ c) >30€

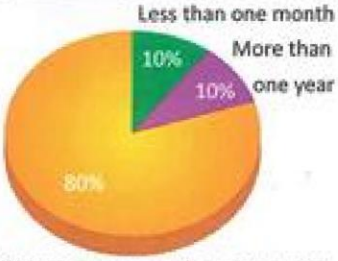
4 If you could use your mobile for only one of the following activities, which activity would you choose?
a) Downloading apps b) Chatting with friends d) Taking pictures e) Listening to the radio

5 Have you ever used your smartphone in class to chat with your friends? a) Yes b) No c) N/A

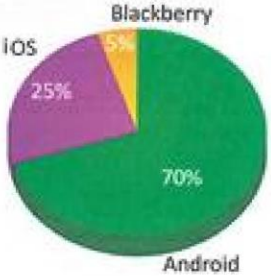
6 Do you think you check your smartphone compulsively? a) Yes b) No c) N/A

2 **Look at the pie charts and read about the results. How do you say the expressions in bold in your language?**

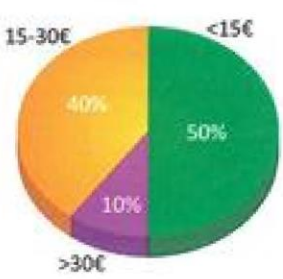
QUESTION 1



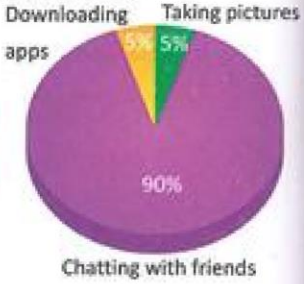
QUESTION 2



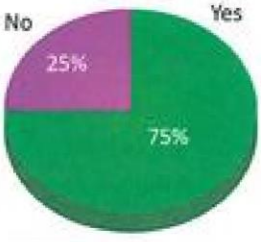
QUESTION 3



QUESTION 4



QUESTION 5

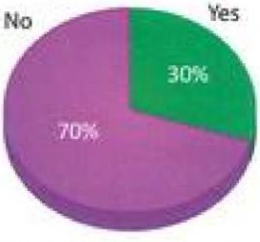


Nearly all students have had their current mobile phones for more than a month and less than a year.

The majority of students use Android; **one out of 4** has an iOS smartphone and only 5% own a blackberry. **No one** uses a different operating system.

Half of the students pay a bill of less than 15€ a month; 40% of them pay between 15 and 30€ and only 10% pay more than 30€.

QUESTION 6



Most students would choose chatting with their friends if they had to use their mobile phones for only one activity.

A good part of students say that they have used their phones in class to chat but only **one third of them** admit that they check their phones compulsively.

3 **Think of an interesting topic and write five questions and possible answers. Then do the survey to your partners and write a summary of the results.**

5 Programming languages

Vocabulary: Programming languages
Reading: Java

Grammar: Giving instructions
Listening: Web programmers

Speaking: Creating an online tutorial
Writing: A set of instructions

Vocabulary

- What is a programming language?
- How many programming languages do you know?
- What are the two most common types of programming languages?

Programming languages

1) Complete the definition of programming language with the words in the box.

software	code	Java	language	tasks	rules	programmers

A programming (a)_____ is a set of (b)_____ for instructing a computer to perform specific (c)_____. Each language has keywords and a special sytanx for organising program instructions. Languages that (d)_____ use to write code are called "high-level languages" such as (e)_____ or C++. Those languages help developers build useful (f)_____ with only a few lines of (g)_____.

2) There are two common types of programming languages: compiled and interpreted. Match them with the following definitions.

a) It is a programming language which needs compilers to generate machine code from source code. _____

b) It is a programming language which executes instructions directly without previously compiling a program. For this reason, this language is slower since it requires more time to be executed. _____

3) Divide programming languages that you know into compiled or interpreted.

COMPILED	INTERPRETED

Vocabulary

4 **Match the following programming languages with their correspondent definitions.**

PHP	Java	Objective-C	HTML	C/C++	XML	JavaScript

a) It is a markup language web pages are written in.
b) It is a markup language used in documents. For example, it allows the user to create a database of information without having the actual database.
c) Interpreted language used in a combination of HTML and XML to make programs more dynamic. This is commonly used to access databases and create HTML web pages with the data gathered from them.
d) This programming language can be integrated into standard HTML pages. It is mainly used to create dynamic and interactive webs.
e) The fastest languages in terms of execution. They were used for writing Unix programs but now they are used to write applications for any available platform.
f) It is the C adaptation for Apple devices.
g) Now maintained by Oracle, it is multiplatform and is used in applications and games.

5 **Write a definition for the following words. Use the Internet if necessary.**

a) To program: _____

b) Compiler: _____

c) Variable: _____

d) Function: _____

e) Parameter: _____

6 **Complete the sentences with the words in the box.**

execute	debug	script	IDE

a) A _____ is a list of commands that are executed one by one.
b) To _____ means to identify and remove errors from computer software.
c) _____ stands for Integrated Development Environment. Software program that is designed to help programmers and developers build software.
d) To _____ implies carrying out an instruction or program.

7 **Work in pairs. Talk with your partner about these questions:**

- What is the programming language used in your school?
- Who is the programmer of your school?
- Which programming languages do you study in this vocational training course?

Reading

1 **Read the following text.**

JAVA

Java is one of the most popular programming languages. It **was developed** by Sun Microsystems. Since 1995, Java **has been** a language developed specially to run on the Web but it has also made devices smarter, more functional and more entertaining. It does not only work on the Internet but also behind applications and devices that users find in their day-to-day lives. Most computer users and even non computer-literate people know or have heard of Java and its specifications. However, curiously enough, what has caused more interest among the population is the history of Java's name. Why did they decide to call it Java? Java seemed to be such a weird name for a programming language that people started to wonder why the engineers **had chosen it** for a language that **would revolutionize** the computer world. Why they did so is still something of a mystery.

Java **was created** by a group of Sun engineers led by James Golding and it **was first named** Oak after an oak tree that stood outside Golding's office. However, this name was soon discarded as it already belonged to an existing trademark. The way to find the perfect name for the new language **had just started**. The engineers working on the project did not want a name that contained the word "web" or "net" because it implied a direct association with the web and the Internet. Moreover, people were used to seeing those words in computer devices and programs and that is why they intended to escape from routine and from the expected. Kim Polese -manager of the product- says that they **were looking for** something that reflected the essence of technology; something lively, dynamic, easy, unique and revolutionary.

All the engineers involved in the project agree that the name Java originated in a meeting where about a dozen people got together to brainstorm. Everyone yelled out original, non-sense and out-of-the-blue names which were written on a board. Names like DNA, Pepper, Neon or Silk came up. It is said that they had been in the meeting for so many hours that one of the engineers, while he **was drinking** a cup of Peet's Java coffee, picked Java as an example to add to that long list of proposals. Chris Warth is believed to have suggested the name but there are still doubts about who really did. From that list of names, they chose their three favourites: Java, Silk and DNA. They even asked opinion to their colleagues, family members and friends and the result of this non-official survey was that Java got more positive reactions.

There **has always been** a concern about the origins of Java. People have always been interested in solving the mystery. **If you do** a quick search of this topic, **you may find** that Java was the name of the cafeteria the engineers used to go to while working on the project, that Java was chosen because they loved the island of Java, that they chose the coffee name for marketing reasons... The truth is that the decision was not made by just a hero or for just one reason; it was the result of a group of individuals trying to achieve their goals and a cup of coffee placed in the perfect room at the perfect time.

Reading comprehension

2 **Read the text again and answer the following questions.**

a) Why were people so interested in the origins of Java's name?

b) Why was Oak not a possible name?

c) What did the engineers want to avoid in the new name?

d) How did Chris Warth come up with the idea of Java in the meeting?

e) What may you find if you research the origins of Java's name?

Reading

3 **Say if the following sentences are true or false. Explain the false ones.**

a) Java has contributed to the web as well as to the improvement of applications and devices.

b) Oak was suggested as a name after the oak that was in Golding's office.

c) The word "web" was a must for a name that implied the essence of technology.

d) In the brainstorm meeting the attendants were euphoric and enthusiastic when giving ideas.

e) Chris Warth is today believed to have suggested the name Java.

f) The name Java was chosen by family members, colleagues and friends out of three final names.

g) The truth is that Java refers to the cafeteria the engineers used to go to.

h) The origin of the name comes from the willingness of a group of people and a pure coincidence.

4 **Match the following words/expressions from the text with their correspondent synonyms or definition**

smart - weird - achieve - survey - discard - trademark - lively - concern - run - dozen - yell out - out of the blue - day-to-day - computer-literate

a) animated, cheerful
b) cry out, shout
c) worry
d) intelligent
e) operate, perform
f) get rid of, eliminate
g) symbol, brand
h) odd, bizarre
i) twelve
j) analysis, study
k) daily, periodic
l) able to use computers
m) unpredicted
n) get

5 **Find the verbs in bold in the text and classify them. Can you find more examples?**

a) Conditional

b) Present Perfect

c) Past Perfect

d) Passive

e) Past Continuous

Giving instructions

1 There are many ways to give instructions in English. Read the following examples:

Imperative	By + -ing
• *Click on the right button.* • *Search the information using this search engine.*	• *Start the search **by typing** a word in the search box.* • *Print the document **by pressing** the green button.*
Sequence words	**Complex instructions**
• ***First,** select the information you want.* • ***Then,** press Ctrl+C to cut it.* • ***Finally,** press Ctrl+V to paste it in the new document.*	• ***After having clicked** on "send", you won't be able to make any changes.* • ***Once** the document **has been sent**, you won't be able to make any changes.*
To + infinitive	
• ***To print** the document, press the green button.* • ***To scan** the document, use the new scanner.*	

2 Your mother has a new mobile phone and she does not know how to take photos and send them to you. Write instructions for her using the previous forms:

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

3 Complete the following instructions for scanning a document:

a) First _____ (switch on) the scanner by _____ (press) the orange button.

b) To _____ (scan) the document in black and white, _____ (press) the "copy" button.

c) Start the scan process by _____ (press) the "scan" button.

d) Having _____ (scan) the first side of the paper, _____ (turn) the page.

e) Once the document _____ (scan), _____ (switch off) the scanner.

f) Finally, _____ (save) the new document in your folder or pen drive.

Grammar

4 **Work in pairs. Give instructions to your partner orally for the following actions. Use the expressions in exercise 1.**

Student A	Student B
- Share a document with your partner using Dropbox or Google Drive	- Send a photograph to your friends via Whatsapp
- Make ten photocopies of a document	- Download and install an antivirus
- Play your favourite videogame	- Play your favourite mobile game
- Make a Spanish omelette	- Prepare a nice cup of coffee
- Use the washing machine	- Use the microwave

5 **Match the sentences a-e to 1-5 to give appropriate instructions.**

a) Turn on the television	1. use the kettle.
b) Having finished the activity,	2. add them to the pan.
c) To heat the water,	3. by pressing the red button of the remote.
d) Once the selection of photos has been made,	4. help your partner with it.
e) Having whisked the eggs,	5. delete the rest.

Asking for instructions

6 **Work in pairs. Student A is going to ask for suggestions to use the following devices. Student B is going to give specific instructions.**

How do you...?

What is the best way to...?

What do you suggest?

What is the first step?

What do you do next?

Can you explain to me how...?

Web programmers

1 **Meredith and Derek work for a software development company. They are going to start a new project. Listen to the conversation and answer the following questions:**

a) What type of website does Mr Taylor need?

b) What three programming languages are they going to use?

c) What database program will they use?

d) How many people will be involved in the project?

e) How long will it take to finish the project?

2 **Listen again and write the name of the person that corresponds to the following statements (Meredith, Derek, Mr Taylor, Sarah, Michael).**

a) _____ had a good weekend.

b) _____ had an ordinary weekend.

c) _____ is an entrepreneur and has good ideas.

d) _____ wants to do a more dynamic web.

e) _____ and _____ will be the programmers.

f) _____ was the usual designer.

g) _____ is not working at the company because of a health problem.

h) _____ hired an inefficient person some time ago.

i) _____ will be the systems administrator.

j) _____ will revise the web after one week.

k) _____ has to make some phone calls.

3 **Read the transcript on page 105 and look at the expressions in blue. What do they mean?**

Speaking

Creating an online tutorial

1 **Answer these questions and share your ideas with the class:**

a) What is a tutorial?

b) Have you ever searched a tutorial online? Was it useful? Why/Why not?

c) What are the websites that people usually visit to find good tutorials?

d) Who are the creators of tutorials? Who is the target audience?

e) What are the most common topics that tutorials are made about?

f) Mention the elements that make a tutorial useful and good.

g) Is music necessary in an online tutorial? Why/Why not?

2 **Work in groups. Search an online tutorial in English and show it in class. Analyse the following elements:**

- Instructions
- Clarity and brevity
- Image and sound
- English language
- Usefulness

3 **Work in pairs or groups. You are going to create a video-tutorial. Follow these instructions:**

1. Choose the device/service/program you want to give instructions for.
2. Prepare an outline with the necessary instructions. Be clear and concise.
3. Use proper grammar (page 55- instructions) and specific vocabulary.
4. Record a video using the digital resources that you need: camera, video-editing programs, audio programs or other specific programs.
5. Present the video to the class.
6. Pay attention to fluency, grammar, vocabulary, content, structure and pronunciation.

A set of instructions

1 **Read the following set of instructions for setting up a TV remote control:**

ENG **FAIOS REMOTE CONTROL**

This user manual will show you how to program and operate your new FAIOS remote control.

1. **Turn on** the TV and the FAIOS remote control. Make sure you can see live television.
2. **Locate** the 3-digit code for your TV brand in the list that appears on the screen.
3. Once you have located the brand code, **press** and **hold** the <OK> button.The red led on the remote will **blink** twice and then stay on.
4. Press <OK> to **save** this TV brand code programming.
5. **Turn** the TV **off** by using the red button.
6. Turn the TV on to test that the remote control is programmed for your TV.
7. Press and **release** <VOL +> <VOL -> and <CH +> <CH -> to make sure that these keys work.

YOUR REMOTE CONTROL IS NOW PROGRAMMED FOR YOUR TV!

2 **Read the text again and look at the words in bold. What do they mean?**

3 **Underline the following grammar structures in the text:**

a) Imperative forms of the verbs

b) Future forms

c) By + *ing* structures

4 **Look for sets of instructions you may have at home. Check that they are in English and take them to class. Analyse them in groups.**

5 **Write a set of instructions for setting and programming two of the following devices.**

ebook - Thermomix - fan - vacuum cleaner - microwave - air conditioning - TV - iron - DVD player - fridge - stereo - washing machine

7 Security

Vocabulary: Computer security
Reading: Avoiding risks
Grammar: Conditionals
Listening: Cybercrimes
Speaking: A discussion
Writing: An email of apology

Vocabulary

Computer security

1 **What's the difference between *security* and *safety*?**

a) *Security / Safety* refers to the prevention from external attacks usually in technology.

b) *Security / Safety* refers to the protection of your life in order not to be harmed.

2 **Complete the following sentences with *security* or *safety*:**

a) The _____ of your computer is weak. You should install a new antivirus.
b) We are worried about my grandmother's house. The _____ of her building seems weak since the walls have a lot of cracks.
c) When you set up your new smartphone, you must follow the _____ tips provided in the instructions.
d) One of the _____ tips that I was given when I was a child was to use a comfortable and good chair when using the computer.

3 **Answer these questions in pairs. Then share your answers with the rest of the class.**

- Why is security so important on the Internet?
- How do you protect your computer from external attacks?

4 **Read the following definitions and write the concept they refer to:**

worm - hacker - spyware - trojan - cracker - malware - virus - adware

a) A _____ is a person who breaks into a computer to obtain information.

b) A _____ is a person who breaks into a computer for criminal aims.

c) A _____ is a program that enters your PC and infects your computer.

d) A _____ is a self-copying program that spreads and replicates itself.

e) A _____ is a computer virus that looks like a useful program but it is not.

f) _____ refers to malicious software.

g) _____ collects information from your PC without your consent.

h) _____ is software that shows popup advertisements on your screen.

Vocabulary

5 **Read the following security tips and complete them with the missing words:**

username - https - spyware - password - padlock - message

a) A secure web shows _____ in the address bar and a _____ icon next to the website's address.
b) Create a _____ and _____ to have access to your computer system.
c) Some programs show a warning _____ when they detect _____.

6 **What is a cybercrime? Read the following text and learn about the most common ones:**

Cybercrimes are a common threat for our computers. There are many of them but one could argue that the most widespread is piracy. **Piracy** is the illegal copying and distribution of copyrighted software, music or games. It is difficult to eradicate piracy because it has become one of the most common methods of downloading illegal material among common users. **Plagiarism** is another cybercrime that consists in pretending that someone's work is yours. One of the most dangerous cybercrimes today is **phishing** (password harvesting fishing). It is the attempt to get passwords for bank accounts or credit card numbers by using emails that look like they are from real organizations. People believe these messages and send private and personal information. **IP spoofing** is the creation of TCP/IP packets to make a computer look like another one in order to obtain unauthorized access. Finally, needless is to say that **cyberstalking** is the most worrying for parents and teenagers. It implies online harassment and abuse. This usually happens in chats or newsgroups and it is dangerous for young computer users that might be easily influenced.

7 **Read the text again and answer these questions orally with your partner:**

- In your opinion, what is the most serious and dangerous cybercrime?
- Tell your partner about your personal experience with cybercrimes. Have you ever committed any of them? Have you ever been a victim of any of them? Give examples.
- What measures can be taken to stop cybercrimes?

8 **Make groups of three. You are going to discuss a topic in class. Prepare your ideas to share with your partners.**

Have we lost our privacy to the internet?

SOCIAL NETWORKS WEBSITES BLOGS
CHATS CAMERAS VIDEOS
INSTANT MESSAGING SMARTPHONES

1 Read the following text.

AVOIDING RISKS

Security is one crucial aspect when sending information online. Consider ordinary and common situations such as buying a flight ticket or buying a book online. These online purchases imply the introduction of your most personal information such as name, address, ID number and what is even more dangerous, your credit card number. This confidential information passes from computer to computer on its way to the final destination, that is, the bookstore or the airline company. If one of the intermediary computers is infiltrated by **hackers**, your information can be stolen and copied.

What should ordinary users do to avoid these risks? **Malware** can damage your computer. **Viruses, trojans, worms** or **spyware** can enter your PC and destroy important information. It is recommended not to download **unknown programs** from the Internet which may end up being a risk for your PC and not to open **email attachments** unless you know the sender and the content of the message. Moreover, it is advisable to update your **anti-virus software** as often as possible since new viruses are created all the time.

It is also necessary to set security alerts to protect your browser. For instance, there are browsers that display a **lock** and allow the user to delete, disable **cookies** or prevent them from being created. A cookie is a small amount of data generated by a website and saved by your web browser. Therefore, disallowing cookies provides a higher level of privacy.

SSL certificates are also a way to identify secure websites. These certificates are files installed on a website. They verify the authenticity of a company so online shoppers can trust the web and know that it is secure and reliable. It is advisable that users make sure that banking services, above all, use these digital certificates.

Email privacy should also be taken into account. Your email can be read by thousands of people who may have access to it illegally. To protect a message, it should be encoded with encryption. **Encryption** changes data into a secret code so it can only be **decoded** and read by someone who has the correct decoding key. It is one of the most used medium of data transfer. To guarantee network security, **firewalls** are also used to limit the data that can pass through them and protect a server from damage by unauthorized users. It is also known that using **passwords** is a must if you want to protect your computer. All systems must be accessed by a password which should not be shared with others and should be changed often.

Reading comprehension

2 Read the text above and classify the words in bold into risks and security methods. You can add more examples. Then, say if you use any of these security methods to protect your computer.

RISKS	SECURITY

Reading

3 **Answer the following questions according to the information in the text.**

a) Why is it risky to buy a flight ticket online?

b) How can you protect your PC from malware?

c) Why is it advisable to disallow cookies?

d) Why do online shoppers make sure that some websites use SSL certificates?

e) Can messages be decoded by any user?

4 **Say if these sentences are true or false. Justify your answers.**

a) Buying online is always dangerous for online shoppers.

b) Users can open email attachments provided that they know their sender.

c) Ordinary users can disable cookies to protect their computers.

d) SSL certificates are used by banking services to prove they exist and they are real.

e) Decryption converts encrypted data back into its original form.

f) Firewalls are used to transfer data.

5 **Look for words in the text that have these meanings.**

a) Acquisitions _____
b) Prevent _____
c) Install, apply _____
d) Consequently _____
e) To ensure _____

6 **Find words in the text that have opposite meanings.**

a) Irrelevant _____
b) Safe _____
c) Allowing _____
d) Lower _____
e) Mistrust _____
f) Unreliable _____

7 **Answer the following questions in pairs and then share the ideas with your classmates.**

- Are you an online shopper?
- How often do you buy online? What do you buy?
- Do you introduce personal details in any website?
- How do you know the websites you use are secure?
- Have you ever been lied about your purchases?

Conditionals

1 **Read the following table about conditionals:**

Zero Conditional	
• *If you heat water to 100 degrees, it boils.* If + present simple, present simple	We use *the zero conditional* to refer to facts and things that always happen.
First Conditional	
• *If they go to China, we will visit them.* If + present simple, will + infinitive	We use *the first conditional* to refer to things that might happen in the future.
Second Conditional	
• *If I won the lottery, I would buy a car.* If + past simple, would + infinitive	We use *the second conditional* to refer to things that are unlikely to happen.
Third conditional	
• *If I had studied more, I would have passed the exam.* If + past perfect, would have + past participle	We use *the third conditional* to refer to things that did not happen.

2 **Zero conditional: Complete the sentences with a suitable verb. There may be more than one correct answer.**

a) If you _____ to Prague, eat the traditional *goulash*.
b) When I use the phone, don't _____ noise, please.
c) If it _____, don't ride the bike.
d) Unless you _____ money, don't come to my shop.
e) If my mother _____ paella, my sister comes home.

3 **Zero conditional: *If / When / Unless* can be used in the zero conditional. Complete the following sentences with the correct word.**

a) _____ you arrive in Paris, phone me.
b) _____ you finish your work earlier, come home.
c) _____ we are having lunch, we cannot use the phone.
d) _____ you pay extra, you can only drink water.
e) _____ you want to get there, take a taxi.
f) _____ you need more space, don't pay the extra for first class.

4 **First conditional: Complete the following sentences with the first conditional.**

a) If I _____ (study) today, I _____ (go) to the party tonight.
b) We _____ (not celebrate) the festival if the weather _____(not improve).
c) She _____ (be) sick if she _____ (eat) all that cake.
d) He _____ (not get) a job if he _____ (not send) curriculums.
e) If you _____ (not hurry), we _____ (be) late.

Grammar

5 **Second conditional: Write second conditional sentences with these unlikely situations.**

a) to be fluent in English _____
b) to be younger _____
c) to do more exercise _____
d) to have more free time _____
e) to meet a famous person _____

6 **Third conditional: Complete these sentences with the third conditional.**

a) If my grandmother _____ (go) to University, she _____ (study) Mathematics.
b) My sister _____ (be) happier if she _____ (not marry) that boy.
c) I _____ (not miss) the train if I _____ (wake up) earlier.
d) If he _____ (continue) his studies, he _____ (be) a famous musician.
e) She _____ (not meet) him if they _____ (not study) in the same school.

7 **Suggest third conditional sentences for the following things that did not happen.**

a) I didn't save money so I couldn't buy flowers for my girlfriend.
b) Teresa didn't practise a lot so she failed the driving test.
c) The students didn't agree with the education policies so they went on strike.
d) Michael cheated on Claire and she broke up with him.
e) I lost your phone number so I couldn't phone you.

8 **Complete these conditional sentences about you.**

a) If I **had** a car, _____
b) If my teacher **sets** homework for tomorrow, _____
c) If I **won** the lottery, _____
d) If you **mix** water and oil, _____
e) If it **is** cloudy, _____
f) If I **had followed** my parents' advice, _____
g) If I **had** more free time, _____
h) If my father/mother **gets** angry, _____
i) If I **had chosen** a different vocational training course, _____
j) If I **could** travel anywhere, _____

9 **Read the instructions and play the game.**

The conditional chain

The teacher writes a conditional sentence on the blackboard and all the students contribute with their own sentences to create a story.

Teacher: "If I could buy that dress/suit, I would go the party."

Student 1 might say "If I went to the party, I would drink champagne."
Student 2 continues "If I drank champagne, I would get drunk."
Student 3: "If I got drunk, I would talk to that girl/boy."

Cybercrimes

1 **Listen to four people talking about cybercrimes. Match the speakers to the crime they are talking about and the correct statement:**

Speaker 1	a) Phishing	a) The speaker is worried about how this problem may affect his/her job.
Speaker 2	b) Cyberstalking	b) The speaker didn't know he/she was committing a crime.
Speaker 3	c) Piracy	c) The speaker felt scared and nervous.
Speaker 4	d) Plagiarism	d) The speaker talks about what happened to another person.

2 **Listen again and answer the following questions.**

Speaker 1

a) What did speaker 1 have to write about? How many words did she have to write?

b) What was the sanction for her crime?

Speaker 2

c) What was the forum about?

d) What did spyagent98 do to harass him?

Speaker 3

e) What confidential information did the speaker's mother send to the bank?

f) Why did his mother trust the email from the bank?

Speaker 4

g) Why is she so worried about this crime?

h) What is the main excuse for downloading books instead of buying them?

3 **In pairs answer the following questions**

- What would you advise speaker 2 to do?
- What would you do if you were speaker 3?
- Do you think plagiarism and piracy should be sanctioned hard? Why? Why not?

Speaking

A discussion

1 **Read about discussions and the language used in them.**

A discussion is the consideration and examination of a topic by a group. When we discuss a topic we do not only provide information about the subject but also give our opinion about it. That is why language is important when carrying out a discussion or debate.

Introduction

- *Let's begin/start with*

Opinion

- *I think / I consider...*
- *The way I see it...*
- *It seems to me that...*
- *From my point of view...*
- *As far as I'm concerned...*
- *I don't think...*
- *On the one hand,...*
- *On the other hand,...*

Agree / Disagree

- *I agree/don't agree with you.*
- *I agree up to a point.*
- *I don't agree at all.*
- *I totally/strongly agree with you.*
- *Exactly! / That's true.*
- *Yes, you're right.*
- *Perhaps, but...*
- *I can understand, however...*

Clarification

- *What do you think?*
- *What's your opinion?*
- *What do you mean?*

Interrupting

- *Sorry to interrupt, but...*
- *I'm sorry, but...*

2 **You are going to have a discussion about the following topic:**

What do you think about illegal downloading?

Make four groups:

Group 1: You are singers, actors and writers. You earn a living with your albums, films and books.

Group 2: You are ordinary people that represent society: students, adults, old people, unemployed people...

Group 3: You are the owners of shops and libraries where albums, books and films are sold.

Group 4: You are producers and publishers that make the launch of books, films and albums possible.

Each group has to write down ideas according to their roles. Then start the discussion with all the groups and do not forget to use the expressions in the table above.

1 **Read the following email of complaint:**

From: christyuk@hotmail.cs
To: IT4U
Subject: problem with computer

Dear Sir or Madam,

I am writing to **complain about** the computer that I bought last week. Its reference number is XC459863.

The technician that sold me the laptop said that it had an antivirus installed so that I did not have to worry about protecting my PC from malware. He also installed some programs in the new PC that I often use at work.

Two days ago, my boss **called a meeting** to inform us about a virus that had appeared in some computers of the office. He was very angry because one of the most important points of our **policy** is to protect our computers from viruses. **To my surprise**, I found out later that the virus had come from my new PC and that I did not have any antivirus installed.

I am **disappointed** with your service and I am therefore **looking for compensation** for the inconvenience.

Looking forward to hearing from you soon.

Yours faithfully,
Christina Carter

2 **Answer the following questions about the previous email:**

a) What did Christina complain about?

b) What is the purpose of her email?

c) What is the meaning of the expressions in bold?

d) If you were the manager at IT4U, which compensation would you offer her?

e) What would you say if you had to reply to this email?

3 **Write an email/letter of apology to Christina Carter. Explain what action you are going to take in response to her complaint.**

An email of apology

Thank the person for bringing the matter to your attention

- *Thank you for bringing this matter to our attention.*

Apologize

- *We feel sorry about...*
- *We are very/extremely sorry to hear that...*
- *I do apologize for the inconvenience.*
- *Please accept our apologies.*
- *We apologise for...*

Provide an explanation

- *What seems to have happened...*
- *I am afraid there has been a misunderstanding.*

Take action

- *Be assured that we will...*
- *We will do everything we can.*
- *I will look into it right away.*

Offer a compensation

- *Please find enclosed a voucher.*
- *Your satisfaction is our priority.*
- *We will offer you...*

8 Applications and multimedia

Vocabulary: Types of applications. Multimedia
Reading: Waiters or machines?
Grammar: The passive
Listening: Google Glasses
Speaking: Creating an application
Writing: Tweeting

Vocabulary

Types of applications

1 **Look at the smartphone and answer the following questions with your partner.**

- Describe the applications you can see and explain what they are used for.
- How many of them have replaced human actions? Why?
- Which is the most useful for you in your daily life?
- Is there any app that you never use?
- Can you think of others that are necessary for you?

2 **There are three different types of applications. Match them with the correspondent descriptions:**

Native apps | **Mobile Web apps** | **Hybrid apps**

a) They are composed of elements of the other two different types. They live in an app store and run on the device but they are written with web technologies.

b) They are not real applications. They are in fact websites but look and feel like applications. Internet access is required because they are run by a browser.

c) They are housed on the device and they are accessed through icons on the device home screen. They are used without internet connection and they are installed through an app store (for example, Google Play or Apple's App Store).

3 **Classify the following apps into native, mobile web or hybrid applications. Then think of more examples.**

Financial Times	camera	Twitter	Angry Birds
Yelp	compass	Shazam	Gmail
Google maps	Google books	Flipboard	Air bnb

Vocabulary

Multimedia

4 **Provide a definition of multimedia in English. Use a dictionary if necessary.**

5 **These words are related to multimedia. Match them with their definitions.**

interactivity	simulation	fair use	video/audio clip	media
animation	videogame	digitise	presentation	tutorial

a) Representation of motion in graphics or text
b) Live or recorded sound and moving image
c) Slides that combine text, sound, graphics and animation and provide information
d) Computer-based instruction that teaches skills or procedures
e) Mass communication such as radio, TV, newspapers, magazines and the Internet
f) A software program combining multimedia elements for the entertainment of people
g) To change analogue information into digital information that the computer can use
h) The ability of the user to interact with an application
i) A computer-based model of real-life situation
j) It allows others to use copyright material without infringing on the rights of the owner.

6 **Talk with your partner about the presence and importance of multimedia in your life in the following contexts/situations/aspects. Then, share the ideas with the rest of the class:**

SCHOOL LOVE HOME
ENTERTAINMENT WORK
EATING OUT BOOKS FAMILY
FRIENDS TRAVELLING
MASS MEDIA CINEMA GYM

Reading

1 **Read the following text.**

WAITERS OR MACHINES?

A revolution is happening in the restaurant industry. New ordering systems such as tablets and e-menus are being introduced now in restaurants and bars. The well-known American restaurants Applebee's, Chili's and McDonald's have been the first ones in trying out this innovative system which is causing controversy among the thousands of people who enjoy eating out every week with friends and family.

The tablet-ordering system enables customers to order on the device instead of waiting or queuing. These tablets display an e-menu which makes the customer's choice easier and faster due to the visual content of the meals offered. This also guarantees less errors from the waiters and less confusion in the kitchen since everything is written clearly now. Considering that this new system is tech, futuristic and therefore attractive, the chances are it will be working in 80% of restaurants in ten years' time.

Needless is to say that ordering food is not the only function of these devices. Customers can also pay the bill and entertain themselves while waiting for the food. Watching a video, listening to music or checking the last updates of a social network might be a good way to avoid a boring wait or to make one's meal more pleasant. Families can even play games like Trivia on the tablets while they are sitting. As McDonald's owner operator in Kilkenny argued last month, "The design of the restaurant is focused on family and on creating a new experience for customers."

A last but not least argument in favour of this new service is the income that businesses are generating with this idea. More and more, parents feel enthusiastic about the idea of sharing food and technology with their kids so this implies a higher number of clients a day. Customers are also able to pay and get out faster, which means quick turnaround of tables. It is also believed that people who use tablets tend to order more extras such as dessert or coffee. All this makes a profit.

Nevertheless, the debate is alive. One could argue that this system is not the ideal one in a food and beverage environment because of the heat and bacteria of electronic gadgets. Besides, buying so many tablets and paying for their maintenance also requires higher investment than using paper menus. Ordinary people also argue that eating out is a leisure activity and we must be able to forget about technologies for a while. We are actually tired of using our computer or phone so many times a day. But the most important downside by far is the virtualization of such a social activity and the consequent loss of personal contact.

Reading comprehension

2 **Match these sentences with each paragraph of the text.**

Paragraph 1	a) The devices offer a wide range of entertaining possibilities.
Paragraph 2	b) Drawbacks of the new service keep a heated debate among customers.
Paragraph 3	c) Three restaurants are the pioneers in introducing a new trend.
Paragraph 4	d) The earnings are considered as one important advantage.
Paragraph 5	e) With tablets, ordering a meal is a more effective process.

Reading

3 **Answer the following questions according to the information in the text. Use your own words.**

a) Why do tablets contribute to an easier and faster ordering service?

b) Explain McDonald's owner's statement in your own words.

c) Do owners make more money with this new service? Provide examples.

d) How does the writer compare tablets with paper menus at the end of the text?

e) What is the most important disadvantage of this new service?

4 **Look for synonyms in the text for the following words:**

Paragraph 1
Experimenting _____
Familiar, famous _____

Paragraph 2
Lining up _____
Probabilities _____

Paragraph 3
Gratifying, nice _____

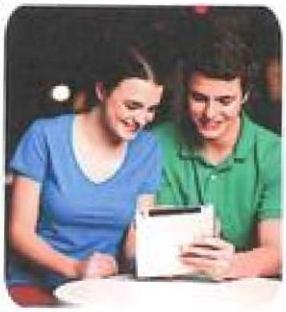
Paragraph 4
Switch _____
Supplements _____

Paragraph 5
Drink, refreshment _____
Recreation, free time _____
Drawback _____

5 **Talk about the following aspects with your partner:**

- Do you think this new ordering service is a good idea? Why/Why not?
- Do you agree with the advantages and disadvantages stated by the writer?
- Talk about the title of the text: Do you prefer waiters or machines?
- Think of other multimedia elements we find nowadays in restaurants.

6 **Find out restaurants/bars in your country which are already using these devices. Write down the name, location and description of the place and then share the information with your partners.**



The passive

1 **Read about the use of the passive voice.**

Passive voice is used when the focus is on the action and not on the person who does the action. It is also used in more formal contexts.

Present simple
Active: *Ted* ***writes*** *emails every day.* **Passive:** *Emails* ***are written*** *by Ted every day.*
Past simple
Active: *The technician* ***bought*** *a new antenna.* **Passive:** *A new antenna* ***was bought*** *by the technician.*
Present perfect
Active: *The IT teacher* ***has repaired*** *a computer.* **Passive:** *A computer* ***has been repaired*** *by the IT teacher.*
Past perfect
Active: *Anna* ***had already made*** *a cake when I arrived.* **Passive:** *A cake* ***had already been made*** *by Anna when I arrived.*
Future
Active: The engineers will present a new project to the manager. **Passive:** *A new project* ***will be presented*** *to the manager by the engineers.*

2 **Choose the correct form to complete the sentences:**

a) The Tower Bridge *locates/is located* near the Tower of London.

b) Bananas *are produced/produce* in tropical countries all over the world.

c) Too much food *buys/is bought* in the west.

d) The building *finally completed/was finally completed* in 1985.

e) The architects *were invested/invested* in the reconstruction of the city hall.

3 **Change these active sentences into passive:**

a) Someone **attacked** her in the street last night.

b) The police **arrested** a man who was driving very fast.

c) The artist **had displayed** all the photographs of London in the museum.

d) The teacher **will invite** her students to the party.

e) The Greeks **started** the Olympics.

Grammar

4 **Write sentences in passive voice with the following elements. Use the correct verbal tenses.**

a) documents / print / **every day** / conference room

_____

b) letter / send / from Barcelona / **last week**

_____

c) sandwiches / not eat / children / **yet**

_____

d) shop / close / **next month**

_____

e) new boots / use / football player / **last match**

_____

5 **Complete this text with the passive or active form of the verbs in brackets:**

Shamela (a)_____ (have) a great idea three years ago. She (b)_____ (want) to make money to pay for her studies. She (c)_____ (create) a website called researchessays.com. The design of the web (d)_____ (be) very easy and she (e)_____ (not have) any technical problems.

The website (f)_____ (be) now one of the most famous webs among university students. Thousands of essays (g)_____ (upload) every minute by university students from all around the world about a wide range of university topics. The projects (h)_____ (then download) by other students who need them for their assignments.

A great amount of Shamela's free time (i)_____ (devote) to the web and sometimes Shamela (j)_____ (feel) tired. She (k)_____ (plan) to create the app for the phone but more technical knowledge (l)_____ (need) and she will have to work with an expert.

The passive with two objects

Passive with direct and indirect object

- *The principal gave **diplomas** to **the students**.*
  - *Diplomas were given to the students.*
  - *The students were given diplomas.*
- *The academy awarded **an Oscar** to **Leonardo Dicaprio**.*
  - An Oscar was awarded to Leonardo Dicaprio.
  - Leonardo Dicaprio was awarded an Oscar.

6 **Write two passive sentences for the active sentences below:**

1. The organisers gave all the boys new football t-shirts.

a) _____

b) _____

2. My father gave a bike to my mother on her birthday.

a) _____

b) _____

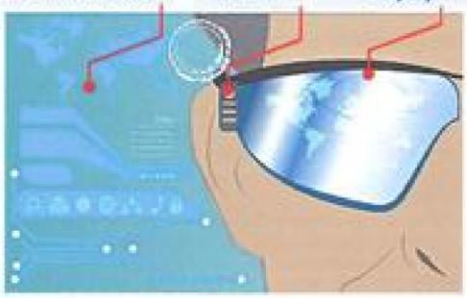
3. My mother read bedtime stories to my sister.

a) _____

b) _____

Google Glasses

1 **Talk with your partner about the following aspects:**



- What do you know about Google Glasses?
- What do they look like?
- What can you use them for?
- What applications do they have?
- How much do they cost?
- Where can you get them?

2 **Listen to four people who tried Google Glasses for a week. Match the speakers (1-4) with the information below:**

a) The gadget is good for forgetful people. Speaker ____
b) They are good for the sport he/she practises. Speaker ____
c) The speaker felt futuristic. Speaker ____
d) She/He didn't expect anything impressive. Speaker ____
e) With them, you'll never get lost again. Speaker ____
f) The speaker was surprised at the size of the gadget. Speaker ____
g) The device is better than a tourist guide and a diary. Speaker ____
h) The speaker really liked the possibility of giving commands. Speaker ____

3 **Listen again and answer the following questions:**

a) How much do Google Glasses weigh?

b) What happens when you give a command to Google Glasses?

c) Is the voice input good for any specific user?

d) Are they comfortable when hiking? Why/Why not?

e) Mention three things Google Glasses are useful for when travelling.

4 **Read the transcript on page 106 and make a list of the things the speakers did with Google Glasses.**

_____
_____
_____
_____
_____
_____
_____

Search more information about Google Glasses and share the ideas with your classmates.

Speaking

Creating an application

1 **Talk about the following aspects with your partner:**

- Which applications have you got in your smartphone?
- What is your favourite? Why?
- What makes an application successful?
- What do you need to create a new application?

2 **Use the Internet to find out about the best applications of the year. Write the names of the apps and a brief description of them. Then, share the ideas with your partners.**

3 **You are going to create a new application for smartphones. Work in groups and design the app taking into account the following aspects:**

- Name of the app: Think of a catchy and original name.
- General description of the app: What is it for?
- Specific description of the app: goals, users, sections...
- Target audience: Who is it for?
- Logo, slogan, image
- Extra features and additional information

4 **Present your app to the rest of the class as the best app of the year.**

- Prepare your presentation.
- Organise your ideas: introduction, body and conclusion.
- Make it visual and attractive. Use a presentation program.
- Pay attention to fluency, accuracy, content and pronunciation.

Descriptive language

- The name of the app is...
- It markets/offers/provides/produces...
- We offer the possibility to...
- There are... sections
- We have created... because...
- The positive aspects of... are...

Tweeting

1 **Read the following extract and answer the questions orally:**

"I cannot watch a film on TV together with my wife. She is tweeting simultaneously and she spends more time with her eyes on her computer than on TV. Until I insisted she stopped, she used to take her computer to bed and surf the net while I was trying to get asleep. I thought I was the exception to this virtualization of family life but I have gradually changed. Now I access my computer to check my tweets. I suffer from "tweet incontinence". The web has made the world more interesting. Too interesting. Real life and real people are monotonous and problematic in comparison. However, they have a unique advantage: they are real!"

Adapted from an article by Tim Lott. The Guardian, January 19, 2013

- What do you think about the writer's feelings?
- Do you feel identified with him?
- What are the dangers of suffering from "tweet incontinence"?

2 **Answer these questions and comment the answers with your partner**

- What makes Twitter different from other social networks?
- What is Twitter useful for?
- Do you have a Twitter account? What do you use it for?
- Who are your followers and who do you follow?

3 **Explain the meaning of the following words in Twitter and find them in exercise 4.**

REPLY	TWEET
RETWEET	FOLLOWING
@	HOME
FAVOURITE	MESSAGE
HASHTAG	FOLLOWERS

4 **Read the following tweet and the comments:**

Pau Gasol
Just 100 days left for the Basketball World Cup in our country, are you going to miss it? #Spain2014
Close
RETWEETS 5056
FAVOURITE 8520
Belén Pascual
Good luck! @PauGasol you deserve to win.
Verónica Real
@PauGasol Looking forward to it! Go, Spain, go!
Soul Lynx
I've already registered to be a volunteer! @PauGasol
Daniel Peterson
@PauGasol Where can I get the tickets for the games?
Valencia Basket
We'll be there watching our idols! @PauGasol

5 **Your teacher is going to write a tweet in English in his/her account with a hashtag of his/her choice. You must reply to it in English. You can also retweet it or mark it as favourite. Then you will read your tweets in class and will analyse the content and the language.**

9 The world of work I

Vocabulary: Jobs in IT and Telecoms
Reading: Job adverts
Grammar: Reported speech
Listening: Description of a company
Speaking: A video CV
Writing: A CV

Vocabulary

Jobs in IT and Telecoms

1 **Read the descriptions of the following jobs and match them with the job titles.**

Webmaster	IT support officer	IT teacher	Network administrator
Project manager	Hardware engineer	Developer	Software engineer
Computer security specialist		Database administrator	

a) I **am responsible for** the performance, integrity and security of databases.
b) I **help** students develop skills and knowledge in technical areas with practical value in the workplace.
c) I **provide** support and help in troubleshooting **tasks**.
d) I **am in charge of** web applications programming.
e) I **manage** the hardware and software that comprise a network.
f) I **design** and **maintain** websites.
g) I design and **develop** IT devices.
h) I **write** computer programs.
i) I **work with** companies to guarantee secure computer systems.
j) I **am responsible for** planning, organising and executing projects related to IT.

2 **Talk with a partner about the following things:**

- Which job from exercise 1 would you like to do in the future? Why?
- What job would you hate to do?
- What is the most important thing for you when looking for a job?
- Can you think of other jobs related to ICT?

3 **Look at exercise 1 again. Do you know the meaning of the expressions in bold? Use them to write a description of your dream job. Use the dictionary for specific vocabulary.**

JOB: _____
TYPE OF COMPANY: _____
DESCRIPTION OF THE RESPONSIBILITIES: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Vocabulary

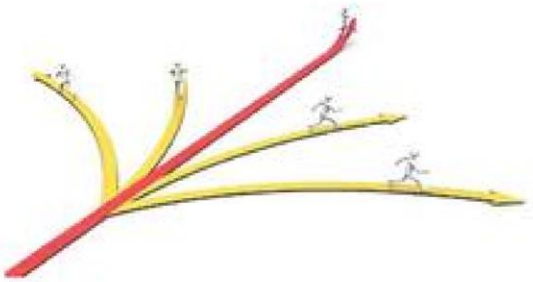
4 **A Telecommunications Engineer can work in three different areas. Match them with their descriptions.**

Telematics - Electronics - Communication

a) _____	b) _____	c) _____
They work with **information and how it is coded to be sent.** They also work with digital processing of signals.	They work with **electronic processors** in consumer electronic goods such as toys, mobile devices or cars. They work with anything that needs electronic systems and processors.	This area is very similar to the field of **Information Technology.** They work with networks, hardware, software, the Internet, etc.

5 **Talk with your partner and then share the ideas with the class.**

If you were a Telecommunications Engineer, in which area would you like to work?



6 **A Telecommunications Engineer may work in different fields. Complete the descriptions with the missing words.**

satellites - role - wiring - television - Internet - mobile phones

- We work with many things related to the world of communication. Our (a)_____ is to make sure the information is coded and sent properly.
- (b)_____: We work with connections. For example, how Spain and France are connected via cable and as a consequence we can visit French websites.
- (c)_____: We design the systems that send data to the space.
- (d)_____: We design their hardware and we work with the codification and sending of information.
- (e)_____: We work with networks and antennas. We also design the (f)_____.

7 **Interview a person who works in IT or Telecoms. You can work in groups.**

- Find someone who works in the field of IT or Telecoms.
- Prepare a list of questions about his/her tasks, responsibilities and role.
- Interview him/her and translate his/her answers into English.
- You can also record the interview.

Reading

1 **Read the following texts.**

JOB ADVERTS

DATABASE ADMINISTRATOR required by Technical Services, a private small business with more than 40 years of experience in providing solutions to government agencies.
You will have to install, troubleshoot, configure and maintain a database system. You will also monitor and optimise system performance.

The work requires knowledge of Oracle DB, SQL, MySQL, JavaScript and Microsoft Database Engine. A Bachelor's degree and 3-5 years experience is also desirable. As we are active in Europe, fluency in French and German is also a requirement.

If you are interested and meet all the requirements, send your CV to Josh Bale, Human Resources Manager, Technical Services. Falkirk Street 29, London TW56721.

Lookingforjobs.com

The UCL is holding the 30th international IT conference next year in London with more than 2,000 visitors from Russia and China. The event management team is looking for Russian and Chinese **TRANSLATORS** and **INTERPRETERS**.

Requirements:
- Proficiency (C2) in English, Russian and Chinese (Official certificate required)
- Good understanding of Computer Science terms
- Good physical appearance

Contact: itconferenceucl30@xmail.com

JOB OPPORTUNITY

TELECOM ENGINEER required in Dubai.
STC Company. Full-time job. Monthly salary: 4,000- 6,000 AED with variable bonus.

We are looking for a Telecom Engineer with a degree in Electronics and Communication. The candidate should have at least 2 years of experience in Networking, Telecom and CCTV Systems. Fluency in Arabic is also necessary for the position.

The candidate should be residing in Dubai for a long-term project.

Send your CV to Khalid Bin Mubarak, Emirates Road 311, Bur Dubai (UAE).

2 **Read the three advertisements and comment the following ideas with your partner:**

- Which job would you apply for? Why?
- Which job would you never apply for? Why not?
- What are the requirements for each job? Mention them.
- Do you find any requirement too difficult to meet?
- How can applicants contact the employers?
- Which advert do you like the most in terms of content and clarity?

Reading

Reading comprehension

3 **Match the words with their correspondent definitions. Then find them in the text.**

hold - troubleshoot - Bachelor - optimise - meet requirements

a) To analyse or diagnose a problem to the point of finding the best solution

b) To make something as effective, perfect and useful as possible

c) To satisfy, to suit the skills and qualifications you are asked for

d) The lowest academic degree conferred by universities and colleges

e) To organise, to celebrate (a meeting)

4 **Read the job offers again and answer the following questions:**

a) In which position does the applicant need to be focused on problem solving? Why?

_____

b) Which offer requires more communication skills? Why?

_____

c) Is experience required in all the job positions?

_____

d) In which job would you be living and working abroad?

_____

5 **Are these statements true or false? Justify your answer.**

a) A university degree is required in all the jobs.

_____

b) Mastering languages is a must if you want to apply for any of these jobs.

_____

c) If you want to apply for the jobs you have to send your CV by post.

_____

d) The looks are relevant when applying for one the jobs.

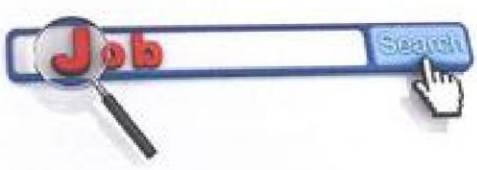
_____

e) The salary in one of the jobs is fixed.

_____

Work with your partner and look for real job offers Online. Analyse them regarding:

- Content and design
- Description of the company
- Requirements
- Further information (salary, timetable...)
- Contact with the employer



Reported speech

1 **Read the following table.**

Direct speech	Reported speech
Robert said, "I **have** class in the mornings."	Robert said (that) he **had** class in the mornings.
Rachel said, "I **am doing** an MBA course."	Rachel said she **was doing** an MBA course.
Tom said, "I **have studied** French for five years."	Tom said he **had studied** French for five years.
Ted said, "I **applied** for that job last year."	Ted said he **had applied** for that job the year before.
Laura said, "I **had** already **finished** homework."	Laura said she **had** already **finished** homework.
Kate said, "I **will study** a degree in Economics."	Kate said she **would study** a degree in Economics.

This	→ That	**Today**	→ That day	**I**	→ he/she	**we**	→ they
These	→ Those	**Yesterday**	→ The day before	**me**	→ him/her	**us**	→ them
Here	→ There	**Last night**	→ The night before	**my**	→ his/her	**our**	→ their
Now	→ Then	**Tomorrow**	→ The following day	**mine**	→ his/her	**ours**	→ theirs
Ago	→ Before	**Next week**	→ The following week				

2 **Change the direct speech into reported speech.**

a) "I understand German," Andrew said.

_____

b) "My boss doesn't allow me to use the phone at work," the employee said.

_____

c) "The company is raising the salaries today," Brad said.

_____

d) "I have never been here before," Micaela said.

_____

e) "She hasn't updated this computer for two years," the technician said.

_____

f) "We went out last night," the teenagers said.

_____

g) "We didn't check the voicemail yesterday," the receptionist said.

_____

h) "I had got into the bus by ten," Pete said.

_____

i) "I won't see you tomorrow," Barry said.

_____

j) "I will sleep better with these pills," Rose said.

_____

3 **Change the reported speech into direct speech.**

a) Alma said she was leaving the following day.
b) Danny said he had got married the year before.
c) Veronika said she would come and help me the next day.
d) Liz said she hadn't installed the antivirus.
e) The children said they didn't want to go to bed.
f) The journalist said the King was going to abdicate that evening.

Grammar

Commands

Ask and tell

- "Go to bed!" he said.
  He asked me to go to bed.
- "Don't close the window!" he said.
  He told me not to close the window.

4 **Write sentences in reported speech with the following elements:**

a) My mother said, "Tidy up your room today."

b) Anne said, "Please buy a present for daddy's birthday this afternoon."

c) Megan said, "Read this book because it's very interesting."

d) The teachers said, "Don't smoke in the school."

e) The IT worker said, "Don't install two different antivirus programs on the same computer."

Reported questions

Wh- questions

- Paul asked, "**Why** do you **study** telecoms?"
- Paul asked **why** I **studied** Telecoms.

Yes/no questions

- Paul asked, "Do you **like** chocolate?"
- Paul asked **if/whether** I **liked** chocolate.

5 **Make reported questions. Use "She asked me" at the beginning of each answer.**

a) What does an operating system consist of?

b) Why did you get home so late last night?

c) Have you been to Paris?

d) How often do you visit your parents?

e) Had you studied reported speech before?

f) Will you come later?

Description of a company

1 **You will hear an interview to an employee of an international company. Listen carefully and answer the following questions:**

a) Which two things does Vincent's company mix?

_____

b) Circle the sectors where ISAGRI works:
rivers houses farms wine cellars shops cultivations

c) What do the animal programs control about the animals?

_____

d) Consoles are placed on tractors and controlled by _____.

e) What is the role of the employees in Valencia?

_____

_____

f) Mention at least four departments of the company.

_____

g) Circle the countries where they work.
Hungary Bulgaria Romania Belgium Morocco Sweden

2 **Say if the following sentences are true or false and explain the false ones.**

a) The TV program is always about technologies.

b) Isagri's programs have replaced human actions.

c) Computer programs are based on a legal framework.

d) The programs can be used only in smartphones and computers.

e) There are 800 employees who work in Spain.

f) Applicants need to have studied at university to apply for a job in ISAGRI.

3 **Read the transcript on page 107. What is the meaning of the expressions and words in blue?**

Writing

A CV

1 **Read the following CV.**

PERSONAL INFORMATION

Susan Hawthorne
28 Clearblue Rd E24587
London, UK
Date of birth: 30/12/85
Phone number: 678-567-8901
Email: suehaw@gmail.com

EDUCATION

2013 - Online **diploma** in web-based technology for business www.coursera.org
2012 - **Master's degree** in Information Technology. University College of London, London (UK)
2010 - **Bachelor's degree in** Computer Science. Nottingham University, Nottingham (UK)
2005 - **Vocational Training course in** IT. Hackney Community College, London (UK)

WORK EXPERIENCE

2013-2014 **Part-time** IT teacher. Brightech School. Brighton, United Kingdom.
- Taught Computer Science at different levels.
- Prepared students to take official exams to get into university.
- Assessed students' abilities to program and design websites.

2010-2013 Webmaster at Ikea's official website. Wembley, United Kingdom.
- Coordinated the planning, maintenance and accessibility of the web.
- **Responsible for** the design and updating of the website.
- Contributed to online marketing strategies, specializing in e-commerce.
- Improved the web service by facilitating training courses for staff.

KEY SKILLS

- Proficient in multiple computer languages.
- **Knowledge of** the Internet and search engines.
- Experience with animation.
- Excellent leadership, communication and organization **skills**.

LANGUAGES

- **Proficiency in** Spanish and French (C2). Three-month work experience in Universidad Complutense (Madrid, Spain) and Université de Lyon (Lyon, France).

REFERENCES

Roger Stanza, Manager. Ikea Wembley.

2 **Read the CV and answer the following questions with your partner.**

- Compare it with a Spanish CV. What are the main differences and similarities?
- Look at the words/expressions in bold. What do they mean?
- Have you heard of the Europass CV? Look for examples and analyse them in class.

3 **Write your own CV.**

Tips

- Present it in a clear and organised way.
- Do not make it too long. One page would be perfect.
- Use formal and not complicated language.
- Spell-check your CV.
- Be truthful.

A video CV

1 **Comment on the following questions with your partner and then share your ideas with the class.**

- What is a video CV?
- What are its advantages over a traditional paper CV?
- What should the video contain?
- How long should it last approximately?
- Think of some tips for a person who wants to create a video CV.

2 **Work in small groups. Search examples of video CVs on the Internet that you consider interesting and attractive. Share them with the class and analyse the following aspects:**

1. Adequacy for the type of job
2. Length and duration
3. Content
4. Formality and style
5. Originality and creativity

3 **Read the following tips on how to create a video CV.**

A **video CV, video résumé** or **visumé** is a short video created by a person who wants to apply for a job. It describes the applicant's skills and qualifications in a more visual and attractive way than the traditional CV. It does not replace the paper one since not all the employers like the idea. However, it works as a complement of the traditional curriculum which might bolster the applicant's search for employment.

Tips

- Do not read your CV in front of the camera.
- Dress professionally.
- Do not speak too fast.
- Make sure there isn't any background noise.
- Find a neutral background.
- Keep it short (1-3 minutes).
- Focus on your qualifications and professional achievements.
- Do not talk too much about your personal life.
- Explain why you are a good candidate for the position.
- Thank the employer for considering your CV.
- Practise before recording yourself.

4 **Create your own video CV.**

Use the CV you wrote in the writing session of this unit to select the information you want to mention in the video. Follow the instructions above and submit it to the teacher. Follow the teacher's advice on the use of digital technology to record the video.

10 The world of work II

Vocabulary: Working conditions. Personal qualities
Reading: Working in Europe
Grammar: Revision of verbal tenses
Listening: A job interview
Speaking: A job interview
Writing: A cover letter

Vocabulary

Working conditions

1) Complete the following sentences with the correspondent verbs in the correct form.

work overtime - apply for - fire - earn - leave - hire - be unemployed

a) If you want a job, you have to _____ it and send your résumé.
b) Ikea _____ 100 employees every year. That's great news!
c) My friends _____ 1,300 € a month, which is a good salary.
d) My boss always _____. He stays two or three hours after 6.
e) My sister _____ her job last year because she did not like the conditions.
f) Peter complained about his shift and the next day, the boss _____ him.
g) A high percentage of the population _____ and they cannot find a job.

2) Look at these expressions and find synonyms in exercise 1.

a) dismiss _____
b) quit _____
c) give somebody the sack _____
d) employ _____
e) to be out of work _____
f) work extra hours _____
g) wage _____
h) Curriculum Vitae _____

3) Match the definitions in A with the correct words in B.

A	B
1. A person who is being trained for a job	a) maternity leave
2. Period of absence for an employee when having a baby	b) resignation
3. Leave employment because of age	c) sick leave
4. The act of leaving a job permanently	d) retire
5. Period of absence for an employee due to health reasons	e) trainee
6. A period of time when a person is allowed away from work and he/she is not paid for	f) unpaid leave

4) Think of examples for the following types of jobs and explain the difference between them.

SELF-EMPLOYED FULL-TIME JOB PART-TIME JOB TEMPORARY JOB
PERMANENT JOB CASUAL JOB SHIFT WORK TEAM WORK

Vocabulary

Personal qualities

5 **Choose the correct adjective in each sentence.**

a) Betty is **hard-working/confident.** She's at the office from 8am to 10pm every day.

b) I don't think she can be a good customer representative. She is too **confident/shy**.

c) All our employees are very **easy-going/knowledgeable** about computer repair and networtk installation. They have many years of experience and training.

d) Are you **responsible/respectful**? Do you usually finish your projects on time?

e) I am very **impatient/insecure**. I need things to be done quickly.

f) I am **a fast learner/creative**. I don't need a lot of explanation.

g) A: Why do you think you are a **good team player/responsible employee**?

B: Well, I am a good listener, I'm respectful with others, and the most important, I like to share information, knowledge and experience.

h)He's a very **relaxed/punctual** person. He's never late.

i) Secretaries need to be **organised/determined.** They have to keep track of receipts and payments, prepare and send a lot of documents, fill out many forms and schedule appointments.

j) I am a **reliable/dedicated** team member. You can count on me to deliver good performance all the time, not just some of the time.

6 **Look at the following personal qualities and abilities. What do they mean?**

TENACITY	ACCURACY	IMAGINATION	AMBITION
EFFICIENCY	CREATIVITY	LEADERSHIP	
LOGICAL REASONING	MULTITASKING	SOCIABILITY	CHARISMA
GOOD WITH FIGURES		COMMUNICATION SKILLS	

7 **Work in pairs.**

- **Talk with your partner and decide which skills best define you. Can you think of others?**

- **Which characteristics are essential for these jobs?**

- Accountant	- IT worker
- Administrative assistant	- Tourist guide
- Nurse	- Customer representative

Reading

1 **Read the following text.**

WORKING IN EUROPE

Working in Europe might be seen as an exciting adventure. Travelling abroad, meeting new people, learning a new language and earning a better salary are attractive factors that make people consider working abroad as the best option.

However, finding a good job in Europe is not achieved in a single day. There are many things that a person should bear in mind before making this important decision. The European labour market is diverse and there are differences between countries not only in the language but also in the recruitment practices. Job-hunting may be different in each country and this should be considered before starting the European adventure.

To start with, writing your Curriculum Vitae entails more than translating it into a foreign language. Those looking for a job abroad have to take national differences into account. For instance, some countries put more emphasis on the work experience whereas others look for detailed accounts of your qualifications and education background. Cover letters are also a key factor in the European application process. It is said that in France, a handwritten letter causes a better impact than a typed letter but this would be unconceivable in other European countries where their preferences are more focused on the length of the texts.

The aim of preparing a CV and a cover letter right is to persuade the employer to invite you for a job interview and job interviews may also vary depending on the country where you are. If a job-hunter is about to be interviewed for a job in Spain, he would never mention the salary at the beginning of the conversation. He would discuss payment either later, in a second conversation or even after having been hired. However, in other European countries, candidates would not consider this rude and would tackle the subject first in the interview. The same happens with the types of questions employers may ask. Whereas some of them focus on the qualifications, others are more interested in the personal qualities, private life and expectations of the candidate.

Looks are also important when getting a job. For Italian employers, how you look reflects how you work. Detailed care of your looks leads to a first positive impression. Candidates in England also take care of their appearance being the suit the first choice for an interview. In Spain, for instance, a more casual but always smart look might be acceptable.

Finding a job in Europe is now trendy. Hundreds of young people are now looking for good jobs abroad with the excuse of learning a new language, living a new experience and getting better paid. Unfortunately, most of them end up working in places where they would never work in their home countries and under conditions they would never accept there. Getting a job does not only depend on your personal qualities and determination but also on the previous search of the country, its possibilities, opportunities, differences and similarities and on a good personal preparation for the application process.

2 **Find in the text synonyms for these words:**

a) Wage (Paragraph I) _____
b) One (Paragraph II) _____
c) Employment (Paragraph II) _____
d) Requires (Paragraph III) _____
e) Unthinkable (Paragraph III) _____
f) Goal (Paragraph IV) _____
g) Impolite (Paragraph IV) _____
h) Fashionable (Paragraph VI) _____

Reading

Reading comprehension

3 **Match the words in the box to their definitions.**

background - job-hunt - looks - bear in mind - abroad

a) To seek employment, to look for a job
b) In or to a foreign country or countries
c) To consider
d) Social, historical or educational antecedents of a person
e) Appearance or attractiveness

4 **Answer the following questions according to the information in the text. Use your own words.**

a) Why is working abroad an attractive option for people?

_____

_____

b) What is important to consider when preparing a CV?

_____

_____

c) Would an applicant in Spain mention the salary in the job interview?

_____

_____

d) Regarding physical appearance, what is the difference between Spain and England?

_____

_____

e) Do people usually find the ideal job abroad? Why? Why not?

_____

_____

5 **Read the text again and say if the following statements are true or false:**

a) When looking for a job, there are differences between European countries which go beyond language.
b) On a CV, education, qualifications and work experience are equally valued.
c) It is not advisable to use the computer when writing a letter of application in France.
d) Looks are important in all European countries when looking for a job.

6 **Work in pairs and answer the following questions.**

- Would you like to work abroad? Where?
- What type of job would you like to do?
- What is important to do before travelling?
- What is the most difficult part of looking for a job in Europe?
- How would you dress for a job interview?

Grammar

Tense revision

1 **Complete the sentences with present simple, present continuous or present perfect.**

a) A: Why _____ (you/apply) for this job? B: Because I want to gain more work experience.
b) I _____ (send) a lot of CVs so far but I _____ (not receive) any calls yet.
c) A: Why are you still here? It's so late! B: I _____ (finish) a report for tomorrow morning.
d) A: _____ (you/like) working shifts? B: Of course not. It's very tiring.
e) Mary _____ (not think) her boss is satisfied with her job.

2 **Complete the sentences with past simple, past continuous or past perfect.**

a) John _____ (wait) in the room when the head of Human Resources _____ (call) his name.
b) When she _____ (arrive) the job interviews _____ (already/finish).
c) She made a big mistake. She _____ (say) she _____ (work) as a waitress before but it wasn't true.
d) When the boss _____ (come into) the room we all _____ (know) someone was going to get fired.
e) My husband _____ (not get) the job because he _____ (not have) enough experience in the financial sector.

3 **Complete the sentences with the correct form of the verbs in brackets. Use *be going to* or *will*.**

a) A: Why _____ (you/wear) a tracksuit?
B: Because I _____ (play) a tennis match.
b) A: How do you see yourself in ten years' time?
B: I think I _____ (be) the head of this department.
c) A: What is the purpose of the meeting?
B: We _____ (talk) about the new company policies.
d) Her new business _____ (be/definitely) a big success.
e) Be careful! You _____ (spill) your coffee on the keyboard!

4 **Change these sentences into reported speech.**

a) "I'm responsible for providing logistical support," she explained.
_____
b) "Why did you leave your last job?" the interviewer asked.
_____
c) "I have worked as a shop assistant for thirty years," she said.
_____
d) He asked, "What are your salary expectations?"
_____
e) "We will call you for a second interview," she told me.
_____
f) "Do you work well under pressure?" she asked me.
_____

5 **Complete these conditional sentences using the correct verbal tenses.**

a) If you _____ (not change) your attitude towards work, you will get the sack.
b) If she _____ (not tell) a lie, she would have been hired.
c) You _____ (stand out) from the rest of the candidates if you create your own video CV.
d) If I _____ (be) you, I would post my CV on LinkedIn.
e) I _____ (move) to another country if I didn't find a job in Spain.

Grammar

6 **Complete the email below with the correct tense of the verbs in brackets. There may be more than one correct answer.**

Hi Susana,

How are you? As you know, I (a)_____ (write) to you from Scotland where I (b)_____ (do) my FCT training period. I (c)_____ (be) here for eight weeks now and I am very happy because (d)_____ (learn) a lot of things about hotel management. I (e)_____ (also/do) an intensive course of English. I have over twenty hours a week so I think I (f)_____ (definitely/end up) speaking really good English.

My roommates, Fiona and Gregory, are really friendly. They (g)_____ (know) Spain quite well as they (h)_____ (live) there for two years some time ago. In fact, they (i)_____ (meet) each other when they (j)_____ (study) in Barcelona. Fortunately they only speak to me in English. They say they (k)_____ (speak) Spanish quite well, but they think they (l)_____ (already/forget) most of it. At first I (m)_____ (not understand) them very well because of their Scottish accent but now I (n)_____ (get used) to it.

I am also very happy with my work colleagues because we get on really well. We (o)_____ (usually/go out) together at weekends. This weekend we (p)_____ (travel) to the north of Scotland. I am really excited. I (q)_____ (write) to you again to tell you all about it.

I think you (r)_____ (phone) me yesterday but I (s)_____ (just/go) out. You can phone me again tomorrow, but please (t)_____ (not call) between 6 and 7 pm because we usually have dinner at that time. Well, that's all for now.

Lots of love,

Sonia

7 **Use the words in brackets to rewrite the sentences so that they mean the same.**

a) Have you arranged to meet Sue tomorrow?

_____ (meeting) Sue tomorrow?

b) The last time I saw him was in 2009.

I _____ (since) 2009.

c) I have no plans to visit my German friend this year.

I _____ (going) German friend this year.

d) She was promoted to Marketing Director two years ago.

She _____ (for) two years.

e) The class started before we arrived.

When we arrived, _____ (already).

f) The woman interviewed all the candidates.

All the candidates _____ (by).

A job interview

1) **Have you ever been to a job interview? What are the most common questions that interviewers ask to candidates? Talk about this with your partner and make a list of possible questions.**

2) **Do you know the meaning of these words and expressions? Share the ideas with the class.**

Replace a person	Career goals	Strength
Weakness	Willingness	Requirement

3) **Turn to page 85 and read Susan's CV. She applied for a job and you are going to listen to her job interview. Listen carefully and answer the following questions:**

a) Which position is Susan applying for?

b) What are Susan's qualifications?

c) What did she do in the world of education?

d) What are her greatest strengths?

e) What are her weaknesses?

4) **Listen again and say if the following statements are true or false. Justify the false answers.**

a) Susan was responsible for the marketing section of Ikea's website.
b) Susan worked for Ikea because the previous webmaster was fired.
c) The salary is not the most important thing for Susan.
d) Susan expects a salary which is reasonable for her position.
e) Susan's short-term goal is to have a good position in this reputed company.
f) Susan is hired at the end of the interview.

Speaking

A job interview

1 **Read the following job interview:**

Mr Wells: Good morning, Mrs Torres. I read your application for the position of secretary at our Finance department.
Mrs Torres: Yes, sir. I am interested in the position.
Mr Wells: Tell me about your previous jobs, please.
Mrs Torres: I worked as a secretary in Marketvas, a small financial company.
Mr Wells: Why did you leave the job?
Mrs Torres: I quit. My boss was not a very nice person. She was too bossy and demanding.
Mr Wells: I see... And what exactly did you do there?
Mrs Torres: I was the secretary.
Mr Wells: What are your strengths?
Mrs Torres: I am good at typewriting. I type 140 words per minute.
Mr Wells: And your weaknesses?
Mrs Torres: Actually, I do not have any weakness. I consider myself a very hard-working person.
Mr Wells: Do you speak any foreign languages?
Mrs Torres: I'm afraid I was never good at languages at school.
Mr Wells: All right. Thank you for your time, Mrs Torres. We will call you.

2 **In pairs, analyse the previous job interview.**

- Which answers are not appropriate in your opinion? Why?
- Can you think of a better way to answer those questions?
- Role play the previous conversation after making some changes.

3 **Read the job interview on page 107. Make a list with the questions that the interviewer asks and add other questions you consider important.**

4 **Work in pairs. You are going to role play different job interviews. For situations 1 and 2 Student A will be the interviewer. For situations 3 and 4 Student A will be the candidate. Add more information.**

Journalist

Duties: Interview state representatives
Plan advertising campaigns
Write reports
Languages: Spanish and French
Weaknesses: Communication
Leadership

Bank clerk

Duties: Serve customers
Answer people's questions
Deal with money and bank accounts
Keep statistics
Skills: Good at figures
Years of experience: 5 years

Computer engineer

Duties: Work with computers
Design computer programs
Strengths: Efficient
Troubleshooting skills
Weaknesses: Meticulous

Fashion Designer

Duties: Travel to different places
Cope with different types of customers
Update fashion catalogues.

Expectations: Earn 20% over last salary

A cover letter

- What is a cover letter or letter of application?
- To whom is it addressed?
- What should an applicant include in a cover letter?
- What is the difference between a cover letter and a Curriculum Vitae?

1 **Read the letter and put the expressions in the correct places.**

hearing from you	relevant work experience	concerning
currently	to apply for	I believe

Dear Sir or Madam,

I am writing _____ the position of Head of International Department advertised in the California University website.

I am 39 years old, Spanish, with a degree in English studies from the University of Madrid and a Masters in International Studies from the University of Los Angeles. I am _____ finishing my PhD and working on my thesis, which deals with multiculturalism and linguistics.

I also have _____. I have been a language assistant for 7 years in the International Department of Valencia University, Spain. I was responsible for interviewing foreign students, offering advice about studies or career paths and document processing. I also worked for APCT Translations in 2005 translating legal documents from Spanish into English. My professional experience also includes organising and planning training courses for foreign students as well as cultural trips around the country. _____ my language ability, I have a proficient level of English and French and I am currently following an intensive course of German.

I consider myself a hard-working, creative and sociable person. _____ I have the necessary skills and qualifications to work in your department because it offers perspectives that match my training and expectations.

I am available for an interview at any time and look forward to _____.

Yours faithfully,
Laura Oliver

If the letter is addressed to a specific person (Dear Mr Hobbs), the closing should be *Yours sincerely.*

Useful expressions

- I saw your advertisement in...
- I am writing in reference to...
- I am interested in the vacancy...
- Please consider my application for...
- I look forward to an interview...
- I would welcome an opportunity to meet with you...

2 **Read the advertisement and write a cover letter to apply for the position.**

www.infojobs.com	May 16, 2014

TELECOMS ENGINEER
STC Company. Full time job
Monthly salary: 2,000$ with variable bonus
Requirements: degree in Electronics and Communication, 2 years of experience in Networking, Telecom and CCTV Systems. Fluency in Spanish would be a plus.

Interested candidates please send CV and cover letter.
Hilary Child - hilarychildhr@stc.com

Page 31, exercise 2

Calling IT support

Customers

Problem: Your Wi-fi connection drops unexpectedly for no obvious reason.

Duration: Since you installed the router two months ago.

Previous solutions: You have tried turning the router on and off.

Problem: Your computer is on but the screen is blank.

Duration: Half an hour

Previous solutions: You have checked that you have power and you have tried turning the computer on and off.

Problem: Your computer is slower than normal.

Duration: A couple of days. Since you downloaded and installed a new program.

Previous solutions: You have deleted a lot of files and you have uninstalled the program that you downloaded.

Problem: A lot of noise is coming from your computer.

Duration: A few days

Previous solutions: You have cleaned the back of the computer case.

Problem: When your laptop gets hot it turns off unexpectedly.

Duration: A few hours

Previous solutions: You have cleaned the fans.

Problem: The wireless network that you are usually connected to has disappeared from the connection list.

Duration: An hour

Previous solutions: You've tested the wireless connection with two other laptops and it works. You've tested to connect via cable and it works.

IT worker	Diagnosis	Cause	Solution	Extra advice

Speaking

Page 31, exercise 2

Calling IT support

Technical support

Diagnosis: Insufficient Wi-fi network range and power

Cause: Solid objects -walls, metal furniture and electrical appliances- can interfere with the signal. Wi-Fi links become unstable with distance.

Solution: Move the computer closer to the router.

Extra advice: Buy an additional antenna or use a signal repeater.

Diagnosis: Blank monitor

Cause: The video cable has become loose.

Solution: Push the cable back in and tighten the screws that hold it in place.

Extra advice: Don't place the computer case too close to a wall.

Diagnosis: Virus or spy-ware

Cause: You have downloaded an infected file.

Solution: Scan your computer for viruses and spy-ware. Delete the file.

Extra advice: Don't download free programs from untrusted sites.

Diagnosis: Dust in the fans

Cause: The inside of the case is dirty.

Solution: Switch off the PC, remove the case lid, blow into the fan and the power supply and restart the PC.

Extra advice: Clean the inside of your computer regularly.

Diagnosis: Overheating

Cause: There may be a problem with the fans or the battery.

Solution: Turn it off and bring it to the shop. The technician will check it.

Extra advice: Don't place it on lap, bed, couch or other fabric surfaces. Use a laptop cooler.

Diagnosis: Faulty configuration of the router

Cause: Unknown

Solution: Uninstall the wireless driver and the router driver and then reinstall it.

Extra advice: None

Customer's name	Problem	Duration	Previous solutions

Unit 1. Computer architecture

Barcode reader
Camera
Desktop computer
External hard-drive
Fax
Headset
Laptop
Mouse
Keyboard
Mainframe
Monitor
Modem
Printer
Projector
Smartphone
Speaker
Supercomputer
Tablet PC
Touchpad
USB flash drive
Webcam
Workstation

Unit 2. Operating systems

Application
Command
Core
CPU
Execute
GUI
Interface
I/O
Kernel
Layer
Operating system
RAM
Software
WIMP

Unit 3. Networking

Broadband modem
Bus network
Cat-5 cable
Client
Configure
Data
Device
Drop out
Firewall
Flow
Hotspot
Hub
Intranet
Link
Local Area Network
Log on
Metropolitan Area Network
Network packet
Node
Peer-to-peer
Personal Area Network
Protocol
Plug in
Ring network
Server
Set up
Share
Star network
Switch (n)
Switch (v)
Switch on / off
Troubleshoot
Turn on
Wave
Wireless access point
Wide Area Network

Glossary

Unit 4. The Internet

Blog _____
Blogger _____
Bridge _____
Browser _____
Data _____
Domain name _____
Domain Name System _____
Gateway _____
HTML _____
IP address _____
Newsgroup _____
Post _____
Protocol _____
Search engine _____
TCP/IP _____
URL _____
Update _____
World Wide Web _____

Unit 5. Office software

Bold _____
Bullets _____
Cell _____
Chart _____
Click _____
Clipart _____
Copy _____
Cursor _____
Cut _____
Database _____
Delete _____
Drag _____
Field _____
File _____
Font _____
Footer _____
Format _____
Graph _____
Highlight _____
Hold _____
Icon _____
Indent _____
Italic _____
Justify _____
Layout _____
Macro _____
Open-source _____
Paste _____
Press _____
Print _____
Redo _____
Right-click _____
Row _____
Spellcheck _____
Spreadsheet _____
Table _____
Template _____
Toolbar _____
Undo _____
Value _____
Word processor _____
Worksheet _____

Unit 6. Programming languages

Command _____
Compiled _____
Debug _____
Execute _____
Function _____
HTML _____
IDE _____
Interpreted _____
Machine code _____
Multiplatform _____
Parameter _____
Program _____
Protocol _____
Script _____
Source code _____
Variable _____
XML _____

Unit 7. Security

Adware
Antivirus software
Cracker
Cookies
Cybercrime
Cyberstalking
Damage
Dangerous
Decode
Disable
Encryption
Highlight
Hacker
IP Spoofing
Malware
Mistrust
Padlock
Password
Plagiarism
Phising
Piracy
Prevent
Protect
Reliable
Risky
Safe
Safety
Secure
Security
Spyware
SSL certificate
Trojan
Trust
Unreliable
Update
Username
Virus
Worm

Unit 8. Applications and multimedia

Analogue
Animation
Device
Digital
Digitize
Display
Gadget
House
Hybrid application
Interactivity
Install
Media
Mobile web application
Motion
Native application
Run
Screen
Simulation

Unit 9. The world of work I

Applicant
Apply for
Bachelor's degree
Certificate
Communications
Computer security specialist
CV / Résumé
Database administrator
Develop
Developer
Diploma
Electronics
Hardware engineer
ICT
IT support officer
IT teacher

Glossary

Job advert _____
Job application _____
Job offer _____
Knowledge of _____
Master's degree _____
Maintain _____
Network administrator _____
Project manager _____
Proficient in _____
References _____
Requirement _____
Responsibilities _____
Responsible for _____
Role _____
Qualifications _____
Salary _____
Satellite _____
Skills _____
Software engineer _____
Task _____
Telematics _____
Telecoms _____
Timetable _____
Vacancy _____
Vocational Training course _____
Webmaster _____
Wiring _____
Work experience _____

Unit 10. The world of work II

Accuracy _____
Ambition _____
Background _____
Candidate _____
Career _____
Casual job _____
Charisma _____
Communication skills _____
Confident _____
Cover letter _____
Creative _____
Creativity _____
Dedicated _____
Degree _____
Determined _____
Dismiss _____
Easy-going _____
Efficiency _____
Employ _____
Employee _____
Employer _____
Employment _____
Enclose _____
Expectation _____
Fast learner _____
Full-time job _____
Give somebody the sack _____
Goals _____
Good with figures _____
Hard-working _____
Imagination _____
Impatient _____
Leadership _____
Insecure _____
Job-hunt _____
Job interview _____
Knowledgeable _____
Lazy _____
Logical reason _____
Look forward to _____
Maternity leave _____
Meticulous _____
Multitasking _____
Organised _____
Part-time job _____
Permanent job _____
Position _____
Punctual _____
Part-time job _____
Permanent job _____
Punctual _____
Quit _____
Relaxed _____
Reliable _____
Resignation _____
Responsible _____
Retire _____
Self-employed _____

Glossary

Shift work	_____	Trainee	_____
Shy	_____	Training	_____
Sick leave	_____	Unpaid leave	_____
Sociability	_____	Vacancy	_____
Strength	_____	Wage	_____
Team player	_____	Weakness	_____
Team work	_____	Work extra hours	_____
Temporary job	_____	Work overtime	_____
Tenacity	_____	Yours faithfully	_____
To be out of work	_____	Yours sincerely	_____

Transcripts

Unit 1. Characteristics of a computer

1.

Matt: Hi Steven!

Steven: Hey, Matt! What's up? Wow, you've got an Ipad!

Matt: Well, not exactly. It's a tablet. I was tired of carrying my heavy laptop everywhere. I needed something lighter.

Steven: Brilliant! And what does it have?

Matt: Well, it runs on the latest version of Android, it has a 1.0 GHz Dual Processor and an internal memory of 16 GB.

Steven: Will 16 GB be enough for you?

Matt: I think so. But it comes with a MicroSD slot so I can expand the memory up to 32 GB if I need it. It also has Bluetooth and WiFi, and it's compatible with most video and audio formats.

Steven: Wow! Let me see. It's very light and the screen is huge.

Matt: Yes, 10 inches.

Steven: I'd like to have one too. How much is it?

Matt: It was 325€ but I got a 10% discount with the student card. I paid about 295.

Steven: Almost 300€? I'm afraid I can't afford that.

2.

Helen: Wh... What's that, James?

James: Oh, it's my new smartwatch. Do you like it?

Helen: Smart... what?

James: Smartwatch. It's kind of a watch with a computer.

Helen: Are you kidding me? And what does that thing do?

James: Well, I told you. It's like a computer so I can check my emails, read Twitter updates, listen to music, download apps... Lots of things.

Helen: And what do you want it for if you have a smartphone that does exactly the same?

James: You know... I always like to have the latest technology.

Helen: That's ridiculous! It must be really expensive and you're wasting money you don't have!

James: Not really, it is just 280€. That's cheap considering that it has a processor of 800 MHz, an internal memory of 4 GB, 128 MB of RAM, and Android 2 system...

Helen: Oh, please, I don't understand a word about gigabytes or processors. I only know that it is expensive and you don't have a job.

James: Don't worry...

3.

Ian: Good morning. How can I help you?

Nick: Good morning. I'm looking for a computer. I'm an architecture student and I'm starting my final project now. I would like the computer to last for the next four or five years at least.

Ian: I guess you run specialized and demanding applications, right?

Nick: Yes, I do a lot of CAD work, 3D modelling and rendering, image editing, graphic design and some video editing.

Ian: Then you'll need more than a traditional computer to get the best results. I recommend one of these Dell Precision workstations which you can customise. The T360 model is really good to start with. It includes an Intel® Xeon® Processor Quad Core 3.7 GHz Turbo, which is really high performance and 8 GB of memory with eight DIMM slots for easy upgrades. Your job requires big storage and this one has a hard drive of 500 GB. It's good but maybe not enough, so you can choose 1 TB instead.

Nick: Yes, I prefer 1 TB.

Ian: It comes with a professional-grade AMD FirePro™ graphics card, which is one of the best options for your demanding graphics software. And then Windows 8 pre-installed, McAfee 30-day trial and three-year basic warranty...

Nick: How much is it?

Ian: Well, 3.7 GHz Turbo processor, 8 GB of RAM, 500 GB plus the extra 500 GB hard drive... That's 1150€.

Nick: I see... 1150€. Can you offer any discounts?

Ian: I'm sorry but we already have the best prices on the market.

Nick: OK, I'll take it.

Unit 2. Installing an OS

Brenda: Hi! How was your summer? You are tanned!

Andy: Yeah... We spent a fortnight in Ibiza. We really loved the place!

Brenda: That's great! Anyway, I wanted to talk to you about the Operating Systems that we have to install in the classrooms.

Andy: Yes, we need to install them as soon as possible because classes are about to start.

Brenda: Which ones should we install?

Andy: Windows 8 and Linux.

Brenda: Both?

Andy: Yes. To make them work, you must install Windows first and then Linux.

Brenda: Windows first?

Andy: Yes, because Linux has a very good booting up program called GRUB that allows the running of Windows as well.

Brenda: I see. And how do I install the systems? There are 20 computers in each class... Should I do it one by one?

Andy: I think it would be better to clone them and that way, we install the OS in all the computers at the same time. There is an excellent program that makes that possible.

Brenda: Which program?

Andy: It's called Clonezilla.

Brenda: Ok! Thank you for all the information. I couldn't attend the last meeting at the department because I was sick. Are you coming with me to class A1?

Andy: I'm going for a coffee now! I'll be back in 20 minutes!

Unit 3. Calling IT support

Conversation 1

Technical support: Technical support, Hilary speaking, how may I help you?

Client: Good morning. I'm having problems with my laptop.

Technical support: What's wrong with it?

Client: For some reason it won't connect to my home wireless network.

Technical support: How long have you had this problem?

Client: It started yesterday. It was working fine about two days ago.

Technical support: Have you checked the router is on?

Client: Yes, I have. I have also switched it off and on several times.

Technical support: Is the wireless switch on your laptop turned on?

Client: Mmmm, I don't know. Where is it?

Technical support: You must have an on/off switch somewhere on your keyboard. It usually has an antenna with signal waves. Try pressing it.

Client: I don't think it has it.

Technical support: Then try pressing the Fn key plus one of the function keys (F1, F2, F3...). It should work, but let me know if it doesn't.

Client: I will, thank you.

Conversation 2

Technical support: Technical support, Amanda speaking, how can I help you?

Client: Good morning. I'm having problems with my network connection.

Technical support: What seems to be the problem, sir?

Client: Every few minutes my internet drops out and it's really annoying.

Technical support: Have you tried turning the router off and on again?

Client: Yes, of course. I've also scanned the PC for viruses but it's clean.

Technical support: When does this usually happen?

Client: It often happens while I'm away from the computer and the screen saver comes on.

Technical support: I see... I think the problem may be in your router. It is by default set to a channel. Try switching to a different channel.

Client: Aha. And how can I do that?

Technical support: Which model do you have, sir?

Client: I'm using the Linksys WRT54G.

Technical support: OK. First you need to access your router's settings and then type the IP address of your router into a browser, which is probably http://192.168.1.1 if you are using a Linksys router.

Client: 192.168.1.1. I'm sorry but I don't understand what I have to do.

Technical support: Let's see... Open your internet browser and type that address into the search bar. Then try "admin" as both the username and password. Go to the wireless settings and start experimenting with the different channels.

Client: I'm sorry but I don't know how to do that.

Technical support: Then it would be better to send a technician.

Client: Yes, please.

Unit 4. A blog creator

Interviewer: Hi! We are back again here at LIVING WITH YOU, the radio station for people with good ideas. Before the commercials I told you we were going to interview a person who had a good idea and she is... Loraine Holmes. Welcome, Loraine!

Loraine: Thank you, Sasha. Thank you for inviting me to your daily program.

Interviewer: Loraine, you are here because you created your own blog two years ago.

Loraine: Yes, I did. And that changed my life.

Interviewer: Tell us about the blog. What is it about?

Loraine: I've always been a good cook. I love cooking and I used to cook a lot for my husband. When he died two years ago I didn't want to stop cooking so I started to cook for myself and try new and different things. Then, I decided to start a blog about food with all my recipes.

Interviewer: I see... So you cook and you publish your recipes for your followers.

Loraine: Yes, I publish my recipes and they read them, comment and ask me questions about them.

Interviewer: There are hundreds of websites and blogs about food. What makes your blog different and special?

Loraine: My recipes are real, for real people. They are always home-made and very healthy. People are tired of reading ideal and perfect recipes and find out they are difficult to prepare.

Interviewer: Some of you may be thinking that blogging is an easy task but it mustn't be for a 58 year-old woman. How did you create the blog?

Loraine: When my husband died, I enrolled in an IT course for elderly people at the University. There I learnt how to use social networks, create blogs and edit photographs. The course and the help of my daughter made the creation of my blog possible. It was difficult at first.

Interviewer: What was the most difficult part of creating the blog?

Loraine: The design. Choosing colours, shapes, icons, photographs... That was difficult for me.

Interviewer: Apart from recipes, are there other things readers can find?

Loraine: Yes, there are links to external cooking webs. I also upload tutorials and there is a forum where my followers can share ideas.

Interviewer: How often do you update the blog?

Loraine: Once a week. I usually do it on Sundays.

Interviewer: Why did this blog change your life?

Loraine: Because I was feeling lonely after my husband's death so I discovered a way to combine my passion and computers. A lot of people follow me and that makes me happy.

Interviewer: Which recommendations would you give to future bloggers?

Loraine: First, you have to have a good idea. Second, to think of a catchy name for the blog and finally to devote time every week to keep it updated.

Interviewer: Thank you very much Loraine. I'm sure after listening to you, some people will consider starting their own blog.

Loraine: Thank you, Sasha. It was a pleasure to be here with you today. Remember to visit www.eatingwithyou.com and you'll learn a lot about cooking.

Transcripts

Unit 5. A talk

Good morning, everyone. Thank you for coming to my presentation. My name is Dana Moar and I'm the co-founder of Little Cute Things. Today I'm going to talk to you about my company. First, I'll give you some basic information about Little Cute Things and how it was founded. Then I'll talk about our online store and the strengths of the company. And finally I'll tell you our future plan. Of course I'll be pleased to answer any questions at the end of my talk.

Let's start with some basic facts about Little Cute things. My co-founder Andrés Martínez and I started talking in late 2011 about how we could start up a business. The recession was hitting hard in Spain and we were unemployed. We were about to emigrate to my hometown to seek a job when we had an idea. We thought: "Why don't we try something new? Something that combines our two passions?" I had worked as a journalist for two years, but I was really good at hand-crafting and he had just finished his degree in Graphic Design. We were in Valencia in February 2012 when we decided we were serious about it and started working on it. We launched the site half a year later.

We are a small business and we work from home, we don't have a physical shop. We sell customized hand-made products: gifts for new-borns, badges, memory boxes, cards... These kinds of cute things. I make the products and Andrés is responsible for designing and maintaining the website. As you can imagine, it was really tough at the beginning. We had to get a lot of permits, we didn't know anything about the world of business and no one knew about us. We didn't sell anything during the first two months! However, we are proud to say that the store has been profitable during the last two years.

Let me now show you a few figures. As you can see in the graph, two years ago we had an annual turnover of about 15,000€ but last year it reached 30,000€. We have doubled sales. What is the key of our success? Well, I think we are ambitious and put a lot of effort. We are always trying to find a new way to attract new customers: we display our products in street markets, we keep a blog and we are on every social network. You can follow us on Facebook, Twitter, Instagram and Pinterest.

Finally, I'll tell you about our new project. We are going to sell our products through some shops located in Valencia. As you can see the company is growing and we are very proud about it.
Well, thank you very much for listening to me. I hope you have enjoyed my talk. Are there any questions?

Unit 6. Web programmers

Derek: Good Morning, Meredith! How was your weekend?
Meredith: Hi Derek! It was pretty good! How about yours?
Derek: Not bad... Anyway, we have a lot of work to do. I talked to Mr Taylor on Friday and he explained to me what type of website he needs.
Meredith: Finally! And what does he want?
Derek: He wants a website to make reservations in his new restaurant. You know that he has set up another new business, don't you?
Meredith: Yes! This man is a great entrepreneur! All right then... So let's start working. What programming languages should we use for this website?
Derek: I think HTML and JavaScript would be perfect. Do you agree with that?
Meredith: HTML and JavaScript will be perfect. I think that we could use PHP as well. That way, the website would be more dynamic.
Derek: Right. It is going to be a huge restaurant in the city centre so the more dynamic the web is the better for him and his employees. We also need a database to store data. What about MySQL?
Meredith: MySQL is a good option.
Derek: How many people do we need to carry out the project? The two of us will be programming but what about the design?
Meredith: Sarah the designer is on sick leave. We will have to find a new designer at least for this website.
Derek: I'll find someone.
Meredith: It is important that the designer has a good command of Photoshop and Dreamweaver so make sure that the new designer is competent enough, please.
Derek: Why do you say that? I always work with competent people!
Meredith: Well... Do you remember the translator you hired for the software we designed for that Spanish school?
Derek: Well, yes... That won't happen again, Meredith. Don't worry!
Meredith: And we will also need a systems administrator. Can you check Michael's availability for the following weeks?
Derek: Michael finished a project last week so he will be free to help us with this new one. Besides, he worked on a similar website for the restaurant of a five-star hotel so his experience will benefit us.
Meredith: How long will it take to finish the web?
Derek: Let me see... Mmm... Two weeks approximately.
Meredith: Two weeks for the final version? We could prepare a prototype version for next week and ask Mr Taylor to come in and see it with us.
Derek: Yes, that would be great so he can tell us if that is what he wants or not and we can modify it according to his specifications. I will let him know about that.
Meredith: OK. Thank you, Derek. Make the necessary phone calls and let's get on with it!

Unit 7. Cybercrimes

Speaker 1

It is true that I searched information online for my final paper but I didn't know that was a crime in that English University. I had been asked to write a paper about 19th century American writers and I did not have a lot of time to write 3,000 words about that. I decided to look for information in the Net and I found a paper written by a student in Australia about Edgar Allan Poe and Melville. I thought it was very interesting and well-structured and I took some ideas from it. However, I could not imagine that my teacher would find out that I had taken these words from that paper in Australia! I failed the subject and I had to retake that module six months later. Of course, I haven't copied a word which is not mine never again!

Speaker 2

I shouldn't have started participating in that chat room but... what did I know? I loved comics, specially the Manga ones and in this chat there were hundreds of teenagers like me who loved this type of comics. I started chatting with spyagent98 (that was his nickname) as soon as I registered in the chat room. It seemed that we shared a lot of things: interests, hobbies, age... However, two months later, I was busy preparing my final exams and I couldn't log in as often as usual. Spyagent started to send me weird messages. He wrote things like "You left me." "You are not a true manga lover. Where are you?" I started to get nervous and I did not reply to any of these messages. That is when he started to publish some photographs of me in the common chat room. The problem got worse when he started insulting me. I got really scared and I didn't know what to do...

Speaker 3

Last month my mother told me that she had received an email from her bank asking for some confidential information. I said, "What confidential information?" She said that she'd been asked for her credit card number and bank account. "And did you reply to the email?" I shouted. My mother said, "Of course I did, it was an email from my bank. There was the logo on the top of the page and it was a message sent by the director. I've known him for ages!"

Speaker 4

I write for a living and I am really worried about this crime. People who obtain illicit books on the Internet try to justify their actions in many different ways. The main excuse is price. If books were cheaper, we would buy them all. Meanwhile we download them illegally for free. But is that true? Who believes that if they were cheaper they would buy the real ones? How cheap would a book have to be? You can find books now for 5 or 6€! Don't fall for these excuses... People who do this are stealing something of value without paying for it and this becomes a real problem for us. Our principal source of income comes from the sale of a book. We are talking here about intellectual property and readers will never pay for it.

Unit 8. Google Glasses

Speaker 1

Well, I was not expecting anything new... For me they were just glasses with a tiny computer incorporated so I didn't have high expectations about them. However, when I first tried them I wondered how they had been able to create such a tiny computer with so many features inserted: Bluetooth, Wi-Fi, GPS, speakers, microphone, camera, touchpad and a tiny screen the size of my finger. Was it possible to carry so many things in less than 50 grams?

Speaker 2

What I liked most was the voice input. I felt as if I was living in the far future. When you give a command, the glasses connect you directly to the search engine. I remember I was in New York at that time and I said "OK, Glass, how long is the Brooklyn Bridge?" and I was given the information immediately. Also, if you want to take a photo or record a video, you just have to say... "Take a photo" and you have the photo taken in less than a second. This input voice option is very good for extreme athletes if they want to record unforgettable experiences without carrying a camera all the time or even for ordinary people recording real-life tutorials.

Speaker 3

I love hiking. I usually hike on Saturday mornings with my brother-in-law. So when I was told that I could try the Google Glasses for a week, I decided to wear them on one of our hikes. It ended up being a very useful gadget for us. It helped us navigate and we even tried new routes without the fear of getting lost. We also had immediate access to the weather conditions, threats or information about the places we visited. You may be thinking that they might have been uncomfortable to wear when walking but nooo! They were quite light and I felt as if I was wearing other glasses or sunglasses. The voice recognition was also a positive thing.

Speaker 4

I find Google Glasses perfect for travelling. I used them when I went to Barcelona for a weekend and they helped me a lot! They converted the currency rate, provided me with information about the attractions of the place, translated some expressions I didn't understand, showed my boarding pass two hours before my flight, reminded me of my appointments for that weekend, my reservations in the hotel and important birthdays those days. It was like carrying an agenda all the time with you. I tend to be absent-minded and I get distracted easily so they were perfect for me. But other people may feel under pressure and control and they may have a completely different opinion about them.

Transcripts

Unit 9. Companies

TV presenter: Good morning everyone, we are today in the "50th International Trade Fair", which is held this year in Valencia, and we are going to interview Vincent Brixton, one of the 35 employees of ISAGRI Spain, a French multinational company. Good morning, Vincent.

Vincent: Good morning. It's a pleasure for me to be interviewed for a program which helps people find jobs in such a difficult moment for the employment.

Presenter: First of all, tell us about your company. What service does it provide?

Vincent: Well, our company mixes agriculture and computer science. We develop computer programs to be used in agricultural sectors: farms, wine cellars, cultivations, cooperative businesses or greenhouses. Farmers have always worked manually: keeping track of their animals, feeding them, measuring agricultural areas and fields, and dealing with inventories and accountancy, etc. Now, we offer them the possibility to do all those things with a computer. With our programs, they have all the information computerized.

Presenter: That's very interesting!

Vincent: It is. Technology has replaced humans in daily situations: shopping, reading, cinema, education, entertainment... Why not agriculture?

Presenter: What types of programs do you develop?

Vincent: Our company develops programs to control the benefits and expenses of a farm or an area; programs which control the animals (their birth, death, labours, diseases...); accounting programs and management programs. Our programs are based on what the local and national government requires in the agricultural sector.

Presenter: And are all the programs used in computers?

Vincent: No, they are not. Our programs come in different formats. Clients can use them in their PC or even in their smartphones. We also sell consoles which are placed on tractors and are controlled by satellites. We work with a wide range of gadgets.

Presenter: You must have a lot of clients, then.

Vincent: Fortunately, yes, we do. Our products are becoming more and more famous.

Presenter: Vincent, tell us about the organization of your company.

Vincent: ISAGRI is a French company. There are 800 employees who work in Paris. They create the programs. I work here in Valencia, one of their subsidiary companies. We are more than 30 workers. Our role is to translate these programs into Spanish and sell them in Spain, offering technical support and training. We also visit farms and companies to explain how our gadgets work.

Presenter: Do you all do the same tasks?

Vincent: No, there are different departments: Accounting, Human Resources, the Marketing department, the Management department, the Product department, Technical Support, and of course our French boss, who is in contact with France.

Presenter: You said that you have offices in many countries...

Vincent: Yes! We are in France, Spain, Canada, Germany, Italy, Morocco, Romania, The Netherlands, Switzerland, Belgium and Portugal.

Presenter: What are the requirements to apply for a job in your company?

Vincent: They always look for applicants with a degree in Agricultural Engineering or Computer Science. Knowledge of English and French is also a requirement because we communicate daily with people from outside Spain.

Presenter: It seems that your company is having a lot of success!

Vincent: Yes, we work hard every day to achieve our goals.

Presenter: Thank you very much, Vincent Brixton. This is the end of today's program. Adele Keller, BritonTV, Channel 5.

Unit 10. A job interview

Interviewer: Good morning, Miss Hawthorne. Have a seat, please.

Candidate: Good morning, sir. Thank you.

I: We are interested in your application for the position of webmaster in our company.

C: Thank you. I am very excited about this position.

I: First of all, tell me about yourself.

C: My name is Susan and I am from London. I have studied Computer Science and I also have a Master's Degree in Information Technology. I have worked in IKEA as a webmaster for three years and I have also been an IT teacher for one year.

I: Tell me about your job as a webmaster.

C: I worked as a webmaster in IKEA and I was the responsible for the design and updating of the page. I also contributed to online marketing tasks since I am well acquainted with e-commerce strategies.

I: I see. Why did you leave the job?

C: I was replacing the official webmaster temporarily because he was on sick leave. When he returned I stayed on for one more year but I wanted to develop my own career in a different company.

I: You have also worked in education. What exactly did you do?

C: I worked as a part-time IT teacher in a school teaching Computer Science at different levels. I also have experience in preparing training courses for the staff.

I: What do you consider your greatest strength?

C: I am very reliable and self-motivated.

I: May I ask you what your greatest weakness is?

C: I tend to work overtime and work sometimes becomes more important than my personal life. I am also a little bit impatient.

I: Why are you interested in working for us?

C: Well, it is a great privilege for anyone to work with a well-known and successful company like yours. Moreover, I think my skills and willingness can contribute to the growth of the company.

I: What are your salary requirements?

C: Well, salary is not a first priority for me. This is a great opportunity to continue my career and improve my knowledge. I expect a salary according to my responsibilities and your company's norms.

I: What are your career goals?

C: In short term, my goal is to work in a reputed company like yours. My long-term goal is to grow in that company and have a good position in it.

I: Do you have any questions to ask me?

C: No, I just want to thank you for considering my application.

I: Right. We will call you soon and we will let you know about our final decision.

Grammar reference

Present tense

Present simple - verb to be

Affirmative	Negative	Questions
▪ I **am** happy today.	▪ I'**m not** happy today.	▪ **Am** I happy today?
▪ You/We/They **are** sad today.	▪ You/We/They **aren't** sad today.	▪ **Are** you/we/they sad today?
▪ She/He/It **is** excited today.	▪ She/He/It **isn't** excited today.	▪ **Is** she/he/it excited today?

Present simple

Affirmative	Negative	Questions
▪ I /You/We/They **work** in the same company.	▪ I /You/We/They **don't work** in the same company.	▪ **Do** I /you/we/they **work** in the same company?
▪ She/He/It **runs** 4 km every day.	▪ She/He/It **doesn't run** 4 km every day.	▪ **Does** she/he/it **run** 4 km every day?

We use the present simple to talk about facts and routines.

- She **lives** in Seattle.
- What **does** he **study**?
- He **works** in Brazil.
- She **doesn't work** at weekends.

To make the third person singular:

- **most verbs add -s**
  live-lives
- **verbs ending in -s, -sh, -ch or -x add -es**
  pass-passes, finish-finishes, watch-watches, fix-fixes
- **verbs ending in consonant +y, drop the -y and add -ies**
  study-studies
- **exceptions**
  do-does, go-goes, have-has

Present continuous

Affirmative	Negative	Questions
▪ I **am studying** English now.	▪ I'**m not studying** English now.	▪ **Am I studying** English now?
▪ You/We/They **are reading** a book at the moment.	▪ You/We/They **aren't reading** a book at the moment.	▪ **Are** you/we/they **reading** a book at the moment?
▪ She/He/It **is smiling**.	▪ She/He/It **isn't smiling**.	▪ **Is** she/he/it **smiling**?

Grammar

We use the present continuous to talk about what you're doing at the moment or to describe a temporary situation.

- What are you doing? I'm watching a film.
- What are you teaching this year? I'm teaching French.

We use the present continuous to talk about future arrangements.

- I'm flying to New York tomorrow morning.

There are some verbs which are not usually used in the continuous: *seem, be, have, know, understand, believe, like, love, hate, want, see, taste, feel.*

To make the gerund of a verb (-ing):

- With most verbs, add -ing to the verb: work-working, try-trying, eat-eating

- If the verb has one syllable and ends with a consonant-vowel-consonant combination, double the last consonant and add -ing to the verb: run-running, put-putting, swim-swimming

- If the verb ends in an -e, drop the -e and add -ing to the verb: make-making, write-writing, have-having

Present perfect

Affirmative	Negative	Questions
▪ I/You/We/They **have been** to Paris.	▪ I/You/We/They **haven't been** to Paris.	▪ **Have** I/you/we/they **been** to Paris?
▪ He/She/It **has participated** in the contest.	▪ He/She/It **hasn't participated** in the contest.	▪ **Has** he/she/it **participated** in the contest?

We use the present perfect to refer to

-Actions that started in the past and continue in the present.

- She **has known** her best friend for twenty years.

-Experiences in somebody's life.

- I **have travelled** by plane twice in my life.

-Past actions with a result in the present.

- My mum **has baked** two cakes today.

We use *for* to refer to a general period of time and *since* to a specific point in time.

- I've lived in Portugal **for** three years.
- I've lived in Portugal **since** 2011.

We use *already* in affirmative sentences and *yet* in negative and interrogative sentences.

- They have **already** won three championships whereas the other team has not won any championship **yet.**
- Have you finished the report **yet?**

We use *have been* to talk about completed visits and *have gone* to say that the person hasn't returned yet.

- I've **been** to Madrid twice.
- My mother **has gone** to the market but she'll be back in a minute.

Past tense

Past simple - verb to be

Affirmative	Negative	Questions
▪ You/We/They **were** tired.	▪ You/We/They **weren't** tired.	▪ **Were** you/we/they tired?
▪ I/He/She/It **was** tired.	▪ I/He/She/It **wasn't** tired.	▪ **Was** I/he/she/it tired?

Past simple

Affirmative	Negative	Questions
Regular verbs ▪ I/You/He/She/It/We/They **listened** to the radio last night.	▪ I/You/He/She/It/We/They **didn't listen** to the radio last night.	▪ **Did** I/you/he/she/it/we/they **listen** to the radio last night?
Irregular verbs ▪ I/You/He/She/It/We/They **sang** the anthem.	▪ I/You/He/She/It/We/They **didn't sing** the anthem.	▪ **Did** I/you/he/she/it/we/they **sing** the anthem?

We use the past simple to talk about events that happened in the past.
- I **won** the lottery in 2011.
- My parents **bought** our house when I was a baby.
- You **didn't water** the plants as you had promised.
- **Did** you **lose** the wallet?

***Ago* is often used in past simple sentences.**
- I passed the official exam two years **ago**.
- The teacher organised the trip to London four months **ago**.

Spelling rules for regular past simple verbs:

- With most verbs, add -ed to the verb: work-worked, finish-finished, clean-cleaned

- If the verb has one syllable and ends with a consonant-vowel-consonant combination, double the last consonant and add -ed to the verb: stop-stopped

- If the verb ends in an -e, drop the -e and add -ed to the verb: change-changed

- If the verb ends in consonant + -y, drop the -y and add -ied to the verb: try-tried

Grammar

Past continuous

Affirmative	Negative	Questions
▪ I/He/She/It **was jumping**.	▪ I/He/She/It **wasn't jumping**.	▪ **Was** I/he/she/it **jumping**?
▪ You/We/They **were playing** baseball.	▪ You/We/They **weren't playing** baseball.	▪ **Were** you/we/they **playing** baseball?

We use the past continuous to talk about:

-Actions in progress at a certain time in the past.
▪ I **was having** breakfast at 8 o'clock this morning.

-Actions in progress when another completed action happened.
▪ I **was having** breakfast when my mother came in.

Past perfect

Affirmative	Negative	Questions
▪ I/You/He/She/It/We/They **had lived** there before.	▪ I/You/He/She/It/We/They **hadn't lived** there before.	▪ **Had** I/you/he/she/it/we/they **lived** there before?

We use the past perfect when we are talking about the past and want to talk about an earlier past time.

▪ He was sad because he **had failed** the exam.
▪ When he got to the station, the train **had** already **left**.

Modal verbs

Have to - Don't have to

Affirmative	Negative	Questions
▪ I/You/We/They **have to** show the ID first.	▪ I/You/We/They **don't have to** show the ID first.	▪ **Do** I/you/we/they **have to** show the ID first?
▪ He/She/It **has to** show the ID first.	▪ He/She/It **doesn't have to** show the ID first.	▪ **Does** he/she/it **have to** show the ID first?

We use *have to:*
To say that something is necessary.
▪ I **have to** wear a helmet to work.

To talk about rules and laws.
▪ You **have to** be 18 to drink alcohol.

We use *don't have to* if there is no need to do something:
▪ You **don't have to** pay for the newspaper. It's free.

Must - Mustn't

Affirmative	Negative	Questions
▪ I/You/He/She/It/We/They **must** study hard.	▪ I/You/He/She/It/We/They **mustn't** cheat in an exam.	▪ **Must** I/you/he/she/it/we/they study hard?

We use *have to:*
To say that "you are obliged to". The obligation comes from the speaker.
▪ You **must** remember your father's birthday this year.

To express deduction.
▪ She **must** be her sister. She looks similar to her!

We use *mustn't:*
To say that something is not allowed.
▪ You **mustn't** enter the room while they are doing an exam.

Grammar

Should - shouldn't / Ought to - oughtn't to

Affirmative	Negative	Questions
▪ I/You/He/She/It/We/They **should** install an antivirus.	▪ I/You/He/She/It/We/They **shouldn't** uninstall the antivirus.	▪ **Should** I/you/he/she/it/ we/they install an antivirus?
▪ I/You/He/She/It/We/They **ought to** visit Oxford because it is a nice city.	▪ I/You/He/She/It/We/They **oughtn't to** visit Oxford because it is a touristy city.	▪ **Ought** I/you/he/she/it/ we/they visit Oxford?

We use *should* or *shouldn't* and *ought to* or *oughtn't to* to give advice:

- You **should** go to the doctor if you have pain in your arm.
- You **shouldn't** smoke. It's bad for your health.
- Karen **ought to** eat more vegetables.
- Chris **oughtn't to** eat meat every day.

May - may not / Might - might not

Affirmative	Negative	Questions
▪ I/You/He/She/It/We/They **may** go to the beach tomorrow.	▪ I/You/He/She/It/We/They **may not** go to the beach tomorrow.	▪ **May** I/you/he/she/it/we/they go to the beach tomorrow?
▪ I/You/He/She/It/We/They **might** win the race.	▪ I/You/He/She/It/We/They **might not** win the race.	▪ **Might** I/you/he/she/it/ we/they win the race?

We use *may* or *may not* to suggest that something is possible or not.

- It **may** rain later today.
- It **may not** snow in winter.

We use *might* or *might not* to suggest a small possibility of something.

- I **might** visit you if I finish on time.
- They **might not** travel together anymore.

Future tense

Will - won't

Affirmative	Negative	Questions
• I/You/He/She/It/We/They **will travel** to China.	• I/You/He/She/It/We/They **won't travel** to China.	• **Will** I/you/he/she/it/we/they **travel** to China?

We use *will* or *won't* to make predictions.
• Our new textbook **will be** a success.

We use *will* to make promises.
• I **will help** you with that.

We use *will* when you make a decision at the moment of speaking.
• Are you hungry? **I'll make** you a sandwich.

Be going to

Affirmative	Negative	Questions
• I **am going to** design the company's website.	• **I'm not going to** design the company's website.	• **Am** I **going to** design the company's website?
• You/We/They **are going to** buy a new car.	• You/We/They **aren't going to** buy a new car.	• **Are** you/we/they **going to** buy a new car?
• He/She/It **is going to** work abroad.	• He/She/It **isn't going to** buy a new car.	• **Is** he/she/it **going to** buy a new car?

We use *be going to*:
To talk about plans and intentions.
• They **are going to** open a new office in Venice.

When there is evidence that something is going to happen.
• Look at those clouds! It **is going to** rain!

Grammar

Present continuous

Affirmative	Negative	Questions
▪ I **am starting** a new project next week.	▪ I **am not starting** a new project next week.	▪ **Am I starting** a new project next week?
▪ You/We/They **are meeting** the doctor at 10.	▪ You/We/They **aren't meeting** the doctor at 10.	▪ **Are** you/we/they **meeting** the doctor at 10?
▪ She/He/It **is taking** an exam tomorrow.	▪ She/He/It **is taking** an exam tomorrow.	▪ **Is** she/he/it **taking** an exam tomorrow?

We use the present continuous to talk about fixed plans and arrangements in the future. There is often a definite time or place.

- **I'm meeting** Eliza for dinner tomorrow.
- My best friend **is getting** married next year.

Present simple

Affirmative	Negative	Questions
▪ The English class **starts** at 9 o'clock.	▪ The English class **doesn't start** at 9 o'clock.	▪ **Does** the English class **start** at 9 o'clock?
▪ The trains **leave** in the afternoon.	▪ The trains **don't leave** in the afternoon.	▪ **Do** the trains **leave** in the afternoon?

We use the present simple to talk about schedules.

- What time **does** the conference **start**?
- The conference **starts** at 11:00.

Questions

	Question word	Auxiliary	Subject	Verb
Present tense	What	do	you/we/they	sleep?
		does	he/she/it	
		am	I	sleeping?
		are	you/we/they	
		is	he/she/it	
	Who	have	you/we/they	slept?
		has	he/she/it	
Past tense	Where	did	I/you/he/she/it/ we/you/they	drink water?
		was	I/he/she/it	drinking water?
		were	you/we/they	
	When	had	I/you/he/she/it/ we/you/they	drunk water?
Future tense	Whose	will	I/you/he/she/it/ we/you/they	do?
		am	I	going to do?
		are	you/we/they	
		is	he/she/it	
	Why	am	I	doing?
		are	you/we/they	
		is	he/she/it	
Modal verbs	How	can/could would should must may/might	I/you/he/she/it/ we/you/they	close the door?

Grammar

	Question word	Verb to be	Subject	
Verb to be	What Who Where When Whose Why How	am are is was were	I you/we/they he/she/it you/we/they I/he/she/it	 thirsty? here? so nervous?

- When **is** dinner?
- **Are** you a student of this school?
- Whose **is** this book?
- What **was** the problem?
- Where **were** you last night?
- **Was** she ready for the competition?

The basic rule for asking questions in English is to follow the same word order: question word (if necessary) + auxiliary + verb:

- When did you visit Rome?
  I visited Rome three years ago.
- Why were you dancing in your room?
  Because I was rehearsing for tomorrow's performance.

If *who* or *what* is the subject of the question, we don't use the auxiliary.

- **Who** makes coffee at the office?
  Martha makes coffee for all the employees every day.
- **What** happened last night?
  There was a fire last night.

Conditionals

Zero conditional

If + present simple, present simple

- **If you heat water to 100°C, it boils.**

We use the zero conditional to talk about scientific facts and things that are always true.

First conditional

If + present simple, future with *will*

- If I **save** money, I **will travel** to the USA.

We use the first conditional to talk about possible or likely events in the future.

We can use *unless* to mean *if... not*.
- I won't talk to you **unless** you apologise.

We can also use other present tenses after it.
- If you **have never been** to London, I will recommend you places to visit.
- If you **are studying** now, I will phone you later.

We can also use modal verbs or the imperative instead of *will*.
- If you come to pick me up at the airport, **bring** an umbrella.
- If it's sunny on Saturday, we **should go** to the beach.

Grammar

Second conditional

If + past simple, *would*

- If my parents **gave** me money, I **woud buy** a motorbike.
- If Mariah **studied** more, she **woud get** a higher mark.

We use the second conditional to talk about things which are impossible or unlikely to happen in the present/future and their consequences.

We can use *were* instead of *was*. This is very common when we give advice.
- If I **were** you, I would go to the doctor.

Instead of *would* we can use *might* or *could*, depending on the meaning.
- If I **worked** harder, I **could** get better results.

Third conditional

If + past perfect, *would have* + past participle

- If I **had seen** Mary, I **would have told** her.

We use the third conditional to talk about a condition in the past that did not happen.
- If I **had seen** Mary, I **would have told** her. (I didn't see Mary.)
- If I **had won** the lottery, I **would have travelled** around the world. (I didn't win the lottery.)

Sometimes we use *should have, might have* or *could have* instead of *should have*.
- If you had bought a lottery ticket, you **might have won**.
- If you had gone to the doctor, you **should have told** him about your problem.
- If you had visited Paris, you **could have gone** to the Eiffel Tower.

The passive

We use the passive when we focus on the action itself rather than who or what does the action.
- Microprocessors **are made** of silicon.

To form the passive we use the correct tense of the verb *be* + the past participle of the main verb.
- The new version of the program **will be launched** next week.

We can use *by* to mention who performs the action.
- Radio waves were discovered **by** Heinrich Hertz.

Active	Passive
Present simple	
• They **sell** their products all around the world.	• Their products **are sold** all around the world.
Present continuous	
• Robots **are replacing** humans in some jobs.	• Humans **are being replaced** by robots in some jobs.
Past simple	
• Somebody **invented** the Internet in the late 1950s.	• The Internet **was invented** in the late 1950s.
Past continuous	
• The technician **was reparining** the PC.	• The PC **was being repaired** by the technician.
Present perfect	
• A virus **has infected** the system.	• The system **has been infected** by a virus.
Past perfect	
• They **had made** a good decision.	• A good decision **had been made.**
Future simple	
• We **will hire** a new programmer soon.	• A new programmer **will be hired** soon.
Modal verbs	
• You **can access** the Internet from this device.	• The Internet **can be accessed** from this device.

Grammar

The passive with two objects

The passive can also be used in sentences that have two objects -a direct object and an indirect object. In this case the corresponding passive sentences can be written in two different ways.

Active	Passive
▪ The customer has sent us an email of complaint.	▪ An email of complaint has been sent to us. ▪ We have been sent an email of complaint.
▪ Claire gave me a nice gift.	▪ A nice gift was given to me. ▪ I was given a nice gift.

Common verbs that are followed by two objects include *give, send, show, lend, pay, promise, tell* and *offer*.

Impersonal passive

We use the passive with reporting verbs such as *say, think, believe, claim, consider, expect, know, prove, suppose*, to talk about what is generally thought or said.

We use the passive reporting verb + *to* + infinitive / perfect infinitive.

Active	Passive
▪ People think that he has stolen the money. ▪ Everybody says that the company is profitable.	▪ He is thought to have stolen the money. ▪ The company is said to be profitable.

Reported speech

We use *say* and *tell* to report what other people said in the past.
We indicate who receives the information by using a person object (me, us, etc.) after *tell*.
- She told **me** she would help me.

We do not use a person object (me, us, etc.) after *say*.
- She said she would help me.

The use of *that* after *say* and *tell* is optional.
- She said **(that)** she would help me.

Because of the change in time there may be a change of tense or modal auxiliary. Different pronouns and adverbs are also used to suit the context.

Direct speech	Reported speech
Present simple	**Past simple**
"I'm happy to see you," Susan said.	Susan said that she **was** happy to see me.
Present continuous	**Past continuous**
"I'm **calling** Technical Support," Tim said.	Tim said that he **was calling** Technical Support.
Past simple	**Past perfect simple**
"I **drove** the costumers to the airport," Nick said.	Nick said that he **had driven** the customers to the aiport.
"I **didn't get** the promotion yesterday," Nick said.	Tim said that he **hadn't got** the promotion the day before.
Present perfect simple	**Past perfect simple**
"I **have travelled** to Tokyo for work," Amy said.	Amy said that she **had travelled** to Tokyo for work.
Past perfect simple	**Past perfect simple**
"We **had solved** the problem," she said.	She said that they **had solved** the problem.
Future (will)	**Conditional (would)**
"We **will give** you an answer tomorrow," she said.	She said that they **would give** me an answer the following week.

Other changes

This	→ That	**Today**	→ That day	**I**	→ he/she	**we**	→ they
These	→ Those	**Yesterday**	→ The day before	**me**	→ him/her	**us**	→ them
Here	→ There	**Last night**	→ The night before	**my**	→ his/her	**our**	→ their
Now	→ Then	**Tomorrow**	→ The following day	**mine**	→ his/her	**ours**	→ theirs
Ago	→ Before	**Next week**	→ The following week				

Grammar

Reported commands

We use *ask or tell* + an object + *(not) to* + infinitive to report a command.

- "Don't use automatic translators," my teacher said.
  My teacher **told** me not to use automatic translators.

- "Please translate this program into English," my boss said.
  My boss **asked** me to translate that program into English.

We can use other verbs such as *order,* remind, warn instead of *ask or tell,* depending on the meaning.

- "Don't touch the electric wires. It's dangerous!" he said.
  He **warned** me not to touch the electric wires.

- "Put down you gun!" the policeman said.
  The policeman **ordered** me to put down my gun.

Reported questions

We use *ask* (with or without an object) to report a question.

- "Who is the boss?" he said.
- He **asked** (me) who the boss was.

We use *if* or *whether* to report a yes/no question.

- "Do you like your job?" he said.
- He asked (me) **if/whether** I liked my job.

Note that the word order is 1. Question word, 2. Subject, 3. Verb.

- "When do you want to start the meeting?" she said.
- She asked me when I wanted to start the meeting.

We can use other verbs such as *want to know* or *wonder* instead of *ask.*

- "Will I become the CEO of this company in the future?" he said.
  He **wondered** if he would become the CEO of that company in the future.

- "Where have you been all night?" my parents said.
  My parents **wanted to know** where I had been all night.

Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was / were	been	**learn**	learnt/learned	learnt
become	became	become	**leave**	left	left
begin	began	begun	**let**	let	let
bite	bit	bitten	**lie**	lay	lain
break	broke	broken	**light**	lit	lit
bring	brought	brought	**lose**	lost	lost
build	built	built	**make**	made	made
burn	burnt	burnt	**mean**	meant	meant
buy	bought	bought	**meet**	met	met
can	could	could	**pay**	paid	paid
catch	caught	caught	**put**	put	put
choose	chose	chosen	**read**	read	read
come	came	come	**ride**	rode	ridden
cost	cost	cost	**rise**	rose	risen
cut	cut	cut	**run**	ran	run
dig	dug	dug	**say**	said	said
do	did	done	**see**	saw	seen
draw	drew	drawn	**sell**	sold	sold
dream	dreamt/dreamed	dreamt/dreamed	**send**	sent	sent
think	thought	thought	**set**	set	set
drive	drove	driven	**shine**	shone	shone
eat	ate	eaten	**show**	showed	shown
fall	fell	fallen	**sing**	sang	sung
feed	fed	fed	**sit**	sat	sat
feel	felt	felt	**sleep**	slept	slept
fight	fought	fought	**smell**	smelt/smelled	smelt
find	found	found	**speak**	spoke	spoken
fly	flew	flown	**spell**	spelt	spelt
forget	forgot	forgotten	**spend**	spent	spent
get	got	got	**stand**	stood	stood
get up	got up	got up	**steal**	stole	stolen
give	gave	given	**strike**	struck	struck
go	went	been / gone	**swim**	swam	swum
grow	grew	grown	**take**	took	taken
hang on	hung on	hung on	**teach**	taught	taught
have	had	had	**tell**	told	told
hear	heard	heard	**think**	thought	thought
hide	hid	hidden	**throw**	threw	thrown
hit	hit	hit	**understand**	understood	understood
hold	held	held	**wake up**	woke up	woken up
hurt	hurt	hurt	**wear**	wore	worn
keep	kept	kept	**win**	won	won
know	knew	known	**write**	wrote	written

The highlighted verbs are those you may use in the field of computers and telecommunications.

Acronyms

ALU	Arithmetic Logic Unit
ADSL	Asymmetric Digital Subscriber Line
Bcc	Blind carbon copy
BIOS	Basic Input/Output System
Cc	Carbon copy
CD	Compact Disc
CPU	Central Processing Unit
DNS	Domain Name System
DVD	Digital Video Disc
FAQ	Frequently Asked Questions
FTP	File Transfer Protocol
GB	Gigabyte (1,024 megabytes)
Ghz	Gigahertz
GPS	Global Positioning System
GUI	Graphical User Interface
HTML	Hypertext Markup Language
HTTP	Hypertext Transfer Protocol
ICT	Information and Communications Technology
IDE	Integrated Development Environment
IP	Internet Protocol
ISP	Internet Service Provider
IT	Information Technology
LAN	Local Area Network
MAN	Metropolitan Area Network
MB	Megabyte (1,024 kilobytes)
Mhz	Megahertz
OS	Operating System
PAN	Personal Area Network
PC	Personal Computer
PDA	Personal Digital Assistant
RAM	Random Access Memory
ROM	Read Only Memory
TB	Terabyte (1,024 gigabytes)
TCP/IP	Transmission Control Protocol / Internet Protocol
URL	Uniform Resource Locator
USB	Universal Serial Bus
VoIP	Voice over Internet Protocol
WAN	Wide Area Network
WAP	Wireless Access Point / Wireless Application Protocol
Wi-fi	Wireless Fidelity
WIMP	Windows, icons, menus, pointer
WWW	World Wide Web

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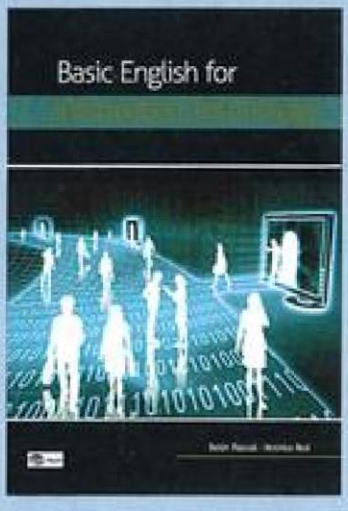

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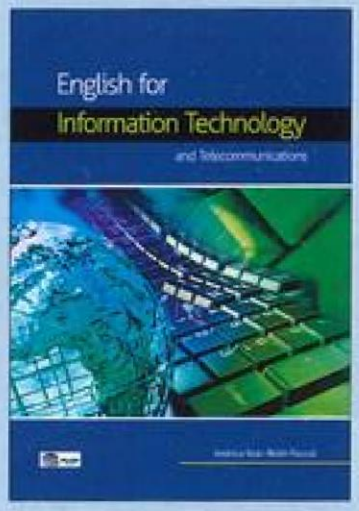

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